
Columbia
University
Bulletin

The Faculty of Medicine
Programs in
Occupational Therapy
1995-1996



Spec-604
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1995-1996

To Communicate with the Program

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Columbia University Bulletin,
Program in Occupational Therapy.
Neurological Institute, 8th Floor
710 West 168th Street,
New York, N.Y. 10032**

*Columbia University Bulletin
(USPS 123820)
Volume 29, Number 7
September 15, 1995*

Published once a month in May, June, and
September; twice a month in July and
August, for seven consecutive issues, by
Columbia University, New York, N.Y.
10027. Second class postage paid at New
York, N.Y.

Photos by Joe Pineiro.

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Occupational Therapy
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Columbia-Presbyterian Medical Center

Columbia-Presbyterian Medical Center, which combines a great hospital and a great university, has set the standards for biomedical research, patient care, and education of health professionals. With a view of the George Washington Bridge, Columbia-Presbyterian, the first medical center in the country, is located in northern Manhattan, at the Health Sciences campus. The Medical Center comprises about twenty acres, extending from West 165th Street to West 168th Street and from Broadway to Riverside Drive; it is easily accessible from all parts of the city. The Health Sciences campus houses the divisions and institutes of the Columbia University Faculty of Medicine, including the College of Physicians and Surgeons, in which the Program in Physical Therapy and the Programs in Occupational Therapy are located; the School of Nursing; the School of Public Health; the Columbia University School of Dental and Oral Surgery, the Presbyterian Hospital and its subdivisions; and the New York State Psychiatric Institute.

This is a time of dramatic growth and change at the Health Sciences campus. The Medical Center is now embarking on the most extensive building program in the history of modern health care. The Presbyterian Hospital recently completed a new 745-bed acute-care hospital and a 300-bed community hospital at Columbia's Baker Field. As part of a long-term commitment to new research facilities, Columbia University is developing the Audubon Biomedical Science and Technology Complex, which will be New York's first bio-industrial research park.

HISTORY

The Programs in Occupational Therapy were established in 1941, a time with powerful implications for health professions. World War II accentuated the tremendous need for occupational therapists, and the polio epidemics of the 1930s and the 1940s further underscored the effectiveness of the occupational therapy profession. During the first four years, the programs were housed on the Columbia Morningside campus; in 1945, they moved to the Health Sciences campus as part of the Faculty of Medicine. From 1945 through 1968, the Programs in Occupational Therapy comprised a baccalaureate program and a post-baccalaureate professional certificate program. In 1968, through a restructuring of the curriculum, the present professional level Master of Science Degree Program in Occupational Therapy was established on the foundation of the certificate program; in 1977, the baccalaureate program was phased out. A curriculum development grant in 1981 supported the initiation of the post-professional level programs leading to the Master of Science degree in Occupational Therapy Administration or Occupational Therapy Education, for therapists already certified at the baccalaureate level. Over 1,500 graduates constitute the alumni of these programs.

In 1988, two joint degree programs were established with the School of Public Health offering a combined Master of Science in Occupational Therapy/Master of Public Health for students at both the professional and post-professional levels.

Occupational therapy students traditionally pursue several of their health professions courses with those from other disciplines, particularly physical therapy, public health, and nursing.

Programs in Occupational Therapy

Occupational therapy is a health profession concerned with individuals whose day-to-day performance is limited by physical injury or illness, psychosocial dysfunction, developmental or learning disabilities. As members of a health team, occupational therapists provide special services that include evaluation, treatment, prevention, and health maintenance and consultation. Self-care, work, leisure, and play activities are therapeutically used to increase performance, enhance development, and prevent disability. The occupational therapist focuses on the personal and environmental characteristics that affect all the different areas of human function. This includes fostering the development of skills needed for sensory integration, cognitive and psychological functioning, motor performance, social interaction, and addressing personal issues that influence choices and behaviors to perform optimally in the environment.

Occupational therapy may be provided individually, in groups, or through social systems. Depending on the setting and each client's or patient's needs, occupational therapists work in consultation with other professionals including physicians, physical therapists, psychologists, social workers, speech pathologists, vocational counselors, and teachers. The employment outlook is excellent: occupational therapy is among the top employment fields into the 21st century. There is currently a tremendous need for occupational therapists to work with clients of all ages in community health centers, half-way houses, home care, hospitals, rehabilitation centers and hospices, nursing homes, schools, and industry. Increasingly, occupational therapists are entering private practice and working with industry and corporations. Therapists are sought as clinicians,

administrators, educators, and researchers in programs concerned with (1) prevention, health promotion, and health maintenance, (2) rehabilitation, and (3) daily living tasks and vocational adjustment.

The content of the educational programs in occupational therapy at Columbia University reflects the philosophical beliefs on which the profession is founded:

A person is an active being whose development is influenced by the use of purposeful activity. Content emanating from this belief focuses on normal development throughout the life span, including age-related, role-specific activity, as well as the structure and function of interrelated biological and behavioral systems.

Human life includes a process of continuing adaptation that promotes survival and self-actualization through mastery of life skills and satisfying performance of leisure-time activities. This adaptation may be interrupted by biological, psychological, and environmental factors at any time in the life cycle. Courses in pathology and psychopathology address the conditions that prevent the individual from functioning adequately within the confines of a unique lifestyle.

Purposeful activity/occupation, including its interpersonal and environmental components, may be used to prevent and mediate dysfunction and to elicit maximum adaptation. Course content provides not only the theoretical rationale for using activities to produce change in patients or clients of all ages with diverse problems, but also the methods of intervention that can be used to assist patients with individual problem solving and help them develop their own ways of coping.

The Programs in Occupational Therapy offer three programs leading to the following degrees:

Master of Science in Occupational Therapy (Professional)

Master of Science in Occupational Therapy Administration or Education (Post-Professional)

Master of Science in Occupational Therapy and Master of Public Health (Professional or Post-Professional)

Requirements for admission vary with the degree and with the program of study chosen. For specific admission criteria see Programs of Study.

Master of Science Degree (Professional)

The purpose of the program is the preparation of competent occupational therapists who, by virtue of their graduate professional education, can enter the health care field primarily as clinicians, with beginning skills in research, administration, and education. The curriculum is based on the premise that students attain competency by learning how to learn independently.

Students come into this program with a strong foundation in the liberal arts, including the humanities and sciences. Professional education builds on and refines this knowledge base and develops skills in the learner in concept formation, analysis, synthesis, and problem solving.

The professional occupational therapy program leads to the degree of Master of Science and is directed toward the development of master clinicians and leaders in the field by providing an opportunity for the establishment of a generic foundation followed by the acquisition of basic concepts of administration, supervision, and education, and by development of concepts and techniques in the scientific method.

The Occupational Therapy Program is accredited by the Accreditation Council for Occupational Therapy Education. Graduates of the program are eligible to sit for the national certification examination for the occupational therapist, administered by the American Occupational Therapy Certification Board. Successful completion of the examination qualifies the graduate to be an Occupational Therapist, Registered (O.T.R.). Most states require licensure to practice; however, state licenses are usually based on the results of the certification examination. This examination is held throughout

the country in January and July of each year.

ADMISSION REQUIREMENTS

Full-time and part-time students are admitted to all programs. Students in the professional program are admitted only in September. Program plans for part-time students are worked out on an individual basis to assure a logical sequence for required courses. Continuous registration is expected of all students.

The program invites applications from students who hold a baccalaureate granted by a college or university of recognized standing. Prerequisites are: (a) a minimum of 12 credits (semester hours) in science, including 3 credits in biology, a combined one year course in anatomy and physiology and a course in mechanical physics. At least one lab must be included; (b) 12 credits in psychology, including a course in developmental psychology covering birth to death; (c) 6 credits in the social sciences, such as sociology or anthropology; (d) 3 credits in English composition; (e) 3 credits of introductory statistics and (f) 3 credits in humanities, such as literature, history, or philosophy; (g) current certification in community cardiopulmonary resuscitation.

Any courses not taken within 10 years of application will be evaluated at the discretion of the Admissions Committee.

The deadline for submitting applications is January 31, 1996. Each applicant is required to submit three letters of reference on forms that are supplied by the program. A personal interview may be requested.

Applicants must have prior knowledge of, or experience in, occupational

therapy through observation, work, or volunteer experience.

In order to have an application considered for admission, at least half of the prerequisites in each area must be completed. If a student receives provisional acceptance on the basis of course work still in progress, satisfactory completion (a grade of B or better) of all outstanding courses must be attained prior to matriculation as an entering student.

DEGREE REQUIREMENTS

1. Continuous registration is expected until satisfactory completion of all requirements. All academic and clinical requirements must be completed in four years. Leave of absence: a student who must interrupt studies for adequate reason—such as sustained ill health or military service—may be granted a leave of absence for a stated period, usually not to exceed one year. The student should apply in writing to the Director of Programs in Occupational Therapy and include in the application the specific reason for requiring the leave and the length of time requested.

2. A minimum of 60 points of approved course work, based on an average course load of 15 points a term for full-time students, and 8 points a term for part-time students.

3. Equivalency credit may be granted on an individual basis when a course equivalent to any of the program's required courses has been completed at another approved institution within a five-year period. At the time of admission, the student should submit in writing a description of the course(s) and a content outline of the material completed. Prior to registration, a proficiency examination may be required in the challenged area. Course substitution will be required to meet the minimum course load (see No. 2, above).

4. Minimum course requirements in areas of basic competency must be

completed by all candidates: biological sciences, behavioral sciences, medical conditions, activities, and occupational therapy evaluation and treatment procedures, as well as satisfactory completion of part-time supervised fieldwork (Level I) associated with coursework.

Minimum course requirements must be completed in the following additional areas of competency: principles of health policy and management; principles of supervision; and research. 5. A minimum of twenty-four weeks of full-time (or the equivalent) supervised field experience with clients in programs of prevention, maintenance, and remediation. All field work requirements should be completed within twelve months but must be completed within twenty-four months following completion of academic work.

6. A master's project.

7. Maintenance of CPR certification.

PROGRAM OF STUDY

The University reserves the right to withdraw or modify the courses of instruction or to change the instructors as may be necessary. See *Key to Course Listings*.

The average student can expect to complete this program in twenty-four calendar months of full-time effort in classroom work, field work experience, and independent study. Part-time students can expect to complete the program in thirty-six months of uninterrupted academic and clinical work. Since a number of courses have prerequisites, the part-time student must prepare a total plan of study in the first term to assure a logical sequence of content.

The program is planned to enable the student to gain a mastery of knowledge in occupational therapy, and to practice skills and competencies required of the practicing clinician in this field; in addition, the student examines the principles and methods of

leadership roles in health policy, supervision, education, and research. Faculty members work with the students as developers of learning environments and as resource people in collaborative problem solving.

The first year of the program and portions of the second year are directed toward development of the clinician role. Opportunities are available to build the desired competencies through two levels of field experience:

Level I fieldwork is scheduled each term for the equivalent of one full day a week as concurrent experiences with the academic learning of a particular course. Two different patterns are followed, depending on the objectives and/or content of a course: (1) students are assigned individually or in pairs to a facility throughout the term; or (2) students are assigned to a setting where they assume greater responsibility in determining the need for occupational therapy services. Each Level I fieldwork pattern is designed to demand sequentially higher skills of application.

Level II fieldwork is generally scheduled as full-time experience following completion of all academic work for the school year. Level II fieldwork must include three months of mental and three months of physical disabilities. Students have the option to take their first Level II fieldwork either in the summer following the completion of all the first-year requirements or at the end of the second year. See "Summer Session" following first and second years.

The focus of the second year allows the student to direct attention also to the development of leadership skills in administration, supervision, research, and education. These areas can be emphasized according to personal preference (see Outline of the Program). A limited number of non-paid teaching assistantships in Human Anatomy and

Neural Science are available. (See course *OTM6550X* for details.)

A unique approach to the completion of a master's degree research project has been developed by the occupational therapy faculty. Students are encouraged to work collaboratively with another student on a research project. Students have the option of developing their own study or participating on a faculty-student research team in a faculty adviser's area of interest. During the first semester, students are prepared in foundations of research methods and scientific inquiry, as well as practicing reading and evaluating research reports. During the second semester, they develop a project in collaboration with a faculty adviser and submit a protocol. During the second year, they carry out the project, analyze data, and report results.

Course sequence is given in the Outline of the Program. For electives and substitutions, students should consult the bulletins of Teachers College, the School of Public Health, and the Graduate School of Arts and Sciences.

KEY TO COURSE LISTINGS

Each course number consists of capital letters followed by four digits and the term designation.

The capital letters indicate the curriculum for whose students the course is primarily offered:

- H.P. Health Professions (conjoint courses for students of Physical Therapy and Occupational Therapy)
- O.T. Occupational Therapy
- P.T. Physical Therapy
- P.H. Public Health

The level of the course is represented by *the first digit*:

- 6 Graduate course, professional
- 8 Graduate course, post-professional

The subject area of the course is represented by *the second digit*:

- 1 Biological sciences
- 2 Behavioral sciences
- 3 Medical conditions
- 4 Treatment modalities
- 5 Professional concepts and treatment
- 6 Clinical experience

Term Designations: x, y, and z

An *x* following the course number indicates that the course meets in the autumn term; a *y* indicates the spring term; and a *z* indicates the Summer Session.

COURSES OF INSTRUCTION

H.P.M6101x

Human anatomy

Professor April and guest faculty. 3 points.

Anatomy of the human body, with emphasis on those features that are most important for muscular activity. Lectures and laboratory work, the latter based on prepared dissection of the human body.

H.P.M6103x

Neural Science

Professor Krasinski. 2 points.

Anatomy and physiology of the human nervous system, with emphasis on understanding the neural basis of normal sensation and movement as well as the functional consequences of lesions. Topics will include: spinal and brainstem systems, sensory and motor functions of the cerebral cortex, development of the nervous system, and the autonomic nervous system. A variety of laboratory experiences will be used to emphasize relationships between structure and function.

O.T.M6104x

Applied Clinical Anatomy

Professor Edelstein. 1 point

This course provides an opportunity to relate key features of human anatomy to clinical practice. Through a detailed review of the anatomical framework of the body, students learn to relate the bony structure, the ligaments, muscles, and nerves to motion and function.

O.T.M6107y

Kinesiology

Professor Williamson. 2 points.

Application of knowledge of musculoskeletal anatomy, biomechanics, and psychology to the study of human motion.

Emphasis on the analysis of movement in daily activity and principles of motor control. Instruction through lectures, movement laboratory, and problem-solving seminars.

O.T.M6212x

Group dynamics

Professor Falk-Kessler. 2 points.

Prerequisite: general psychology and sociology. A seminar-laboratory designed to familiarize the student with the basic principles underlying group process and behavior, and the role of group dynamics in treatment.

O.T.M6218y

Supervision and management

Ms. Fraley. 2 points.

The principles of supervision and management. Analysis of organizational behavior and work relationships approached from group and individual perspectives. Theoretical and practical models for development of effective supervisory approaches explored within the context of administrative functions.

H.P.M6324y

Pathology in internal medicine

Professor Costello. 2 points.

A systems approach to the study of pathophysiology related to internal medicine. The course will include a survey of the etiology, pathology, symptomatology, and medical management of disease entities frequently seen by physical and occupational therapists. When appropriate, physical and occupational therapy management of certain orders will be addressed.

H.P.M6325y

Neurological and orthopedic disorders

Professor Harwood. 2 points.

Emphasizes management of the response of the human body to disease or injury involving the nervous and skeletal systems. Implications for physical and occupational therapy intervention are discussed.

H.P.M8200x,y,z¹

Research advisement

Faculty advisers. 0 points.

Students must register for 0 points of continued advisement for each additional term required for completion of the approved draft of the master's project.

O.T.M6230y

Assistive Technology, II

Ms. Dickey and guest faculty. 2 points.

Provides students with an orientation to electronic assistive technology for use with persons who have physical disabilities. Emphasis is on the clinical evaluation process and approach to the application of microprocessor technology, environmental controls, powered mobility, and augmentative and alternate communication systems.

O.T.M6438y

Activities as natural human phenomena, I: products and processes

Ms. Butin. 3 points.

Exploration of activities as natural human phenomena. Acquisition of selected activities skills involves the exercise of judgment, creativity, and self-reliance. The student is both a participant in and observer of the activities process.

O.T.M6440y

Activities as natural human phenomena, II: therapeutic potential

Ms. Butin. 2 points.

Prerequisite: O.T.M6438. Further exploration of activities as natural human phenomena. Acquisition of selected activities skills is accompanied by analysis of therapeutic potential.

O.T.M6449x

Occupational therapy with families

To be announced. 1 point.

An overview of the occupational therapist's role in the treatment of families from a systems perspective. Includes evaluation tools appropriate to use with families, activity-centered family treatment modalities, family treatment issues of special populations, and ethnic considerations in family treatment. Case studies, experiential activities, videotapes, and discussion.

O.T.M6530x

Issues and approaches in health policy and management

Professor Pantel. 3 points.

Lectures and readings on administrative problems and interventions that affect, and are affected by, all health practitioners in seeking to improve health care delivery, health care, and health.

O.T.M6550x

Teaching assistantship

Professors Wade and Krasinski. 2 points.

A few opportunities are available for students recommended by the faculty to assist with components of instruction in *H.P.M6101 Human anatomy* and *H.P.M6103 Neural Science*.

O.T.M6551x

Professional foundations

Professor Neuhaus. 3 points.

Overview of foundations and scope of occupational therapy in health care, education, and human services. Focus on self-development of student for professional roles and functions through individual and group experiences. Simultaneous Level I fieldwork experience introduces the student to occupational therapy practice in a variety of settings.

O.T.M6553y

Principles of evaluation and treatment for mental health

Professor Falk-Kessler. 5 points.

Theories of application relating to occupational therapy within the field of mental health are explored. Evaluation, planning, and intervention strategies are presented in lecture-seminar sessions and practiced in Level I fieldwork experiences.

O.T.M6555x

Prevention and rehabilitation in geriatrics and gerontology

Professor Miller. 3 points.

Introduction to individual and group treatment approaches in meeting the needs of elderly patients; analysis of normal aging and disease states; introduction to indirect service roles (administration, consultation, and education) in service agencies for these clients. Level I fieldwork and seminar.

¹Registration for continued advisement beyond the designated term will be at a tuition charge of 1 point.

O.T.M6555y**Gerontology and geriatrics: Level I fieldwork and seminar***Professor Miller. 2 points.*

Further practice with prevention and treatment approaches for elderly persons through Level I fieldwork experiences and a seminar in group problem solving/clinical reasoning.

O.T.M6556x**Occupational therapy in pediatrics, I.***Professor Anzalone. 2 points.*

Analysis of typical and atypical development of occupational performance during infancy and childhood. Introduction to occupational therapy intervention in pediatrics and pediatric service delivery systems, including early intervention, family centered care, and schools. Lecture and experiential laboratory.

O.T.M6556y**Occupational therapy in pediatrics, II***Professor Anzalone. 4 points.*

General principles of occupational therapy intervention to the child with developmental dysfunction. Introduction to specific theories of intervention, including but not limited to, developmental, neurodevelopmental, sensory integration, coping, behavioral, and functional. Concurrent lecture, laboratory, and Level I fieldwork.

O.T.M6563x**Evaluation and treatment of physical disabilities, I***Professor Bear-Lehman. 4 points.*

Emphasis on the biomechanical and rehabilitative approach to evaluation and treatment. Includes orthotics, splinting, prosthetics, adaptive equipment, activities of daily living, and therapeutic intervention with patients with specific diagnostic characteristics. Laboratory experiences and simultaneous Level I fieldwork.

O.T.M6564y**Evaluation and treatment of physical disabilities, II***Professor Bear-Lehman. 4 points.*

Emphasis on neurodevelopmental treatment approaches including neurophysiologic principles of brain function and the motor system; Rood, Brunnstrom, Bobath, and PNF. Evaluation and treatment applications for patients with various neurological deficits presented in seminar discussion, case

study, problem solving, and laboratory experiences. Special attention to new developments in the area of physical disability.

O.T.M6571y**Research Methods***Professor Pantel. 2 points.*

Introduction to methods of scientific inquiry, including data collection, analysis, and interpretation. Refinement of skills of critiquing the literature, formulating research questions and hypotheses, and proposing alternate designs for conducting studies.

O.T.M6572x**Research protocol***Professor Pantel and faculty advisers. 2 points.*

Prerequisite: *O.T.M6571*. Further development of skills for selecting a feasible design and an appropriate procedure for data collection and analysis in preparing a well-formulated research proposal for the master's project. Practice in working collaboratively as part of a faculty-student research team.

O.T.M6573x and O.T. M6574y**Master's project I and II***Faculty advisers. 1 point each semester.*

Prerequisite: *O.T.M6572*. In collaboration with the faculty adviser, during two semesters, the student carries out the study of the approved topic, collects and analyzes data, and evaluates results. A documented report in thesis format or journal article style is required.

O.T.M6578y**Psychopathology***Professors Quittman and Strauss. 2 points.*

Review of symptoms, evaluations, and classification of psychopathology. Introduction to psychopharmacological and psychotherapeutic treatment of mental illness.

O.T.M6580x**Assistive Technology, I***Mr. Giehl. 1 point.*

This course explores the problem-solving method used to adapt, modify, or create an environment that will enhance and optimize a patient's abilities. Emphasis will be placed on materials, processes, and the use of tools and equipment that a therapist could use in a clinical setting. The design component of this course allows the student to exercise creativity while solving technical problems.

O.T.M6653z

Level II fieldwork A: evaluation and treatment of patients with mental health problems.

Ms. Miller (in charge), Professor Falk-Kessler, and clinical supervisors. 0 points

Prerequisite: O.T.M6553 and all other first-year courses or their equivalents. Supervised field experience with patients or clients, applying evaluative techniques, interpreting findings, planning and implementing treatment, and reporting results. Full time for three months.

O.T.M6663x,y,z

Level II fieldwork B: evaluation and treatment of patients with physical disabilities

Ms. Miller (in charge), Professor Bear-Lehman, and clinical supervisors. 0 points.

Prerequisite: O.T.M6563 and all other second-year courses or their equivalents. Supervised field experience with patients or clients, applying evaluative techniques, interpreting findings, planning and implementing treatment, and documenting results. Full time for three months.

The following elective may be taken following the preceding course:

O.T.M6680x,y,z

Level II fieldwork C: special interest

Ms. Miller and clinical supervisors. 0 points.

Prerequisite: completion of all course work and Level II fieldwork A and B. A field experience is individually planned to enrich the student's background in accordance with his or her needs and interests. Opportunities are provided to develop clinical skills with specialty age or diagnostic groups (e.g., O.T.M6680x,y,z pediatrics, gerontology, hand dysfunction) or to develop indirect service skills in administration or research.

Electives

The student should consult the bulletins of the School of Public Health, School of Social Work, Graduate School of Arts and Sciences, Graduate School of Business, and Teachers College, as well as the offerings in this bulletin.



OUTLINE OF THE PROGRAM

M.S. Degree (Professional) Program

FIRST YEAR		FIRST YEAR	
AUTUMN TERM	POINTS	SPRING TERM	POINTS
H.P.M6101: Human anatomy	3	H.P.M6324: Pathology in internal medicine	2
H.P.M6103: Neural science	2	H.P.M6325: Orthopedic and neurologic disorders	2
O.T.M6104: Applied clinical anatomy	1	O.T.M6438: Activities: products and processes	3
O.T.M6107: Kinesiology	2	O.T.M6449: Occupational therapy with families	1
O.T.M6212: Group dynamics	2	O.T.M6553: Mental health	5
O.T.M6551: Professional foundations	3	O.T.M6572: Research protocol	2
O.T.M6571: Research methods	2		
O.T.M6578: Psychopathology	2		
	<u>17</u>		<u>15</u>

FIRST YEAR	
SUMMER SESSION	POINTS
O.T.M6553: Level II fieldwork A: mental health	0

SECOND YEAR		SECOND YEAR	
AUTUMN TERM	POINTS	SPRING TERM	POINTS
O.T.M6440: Activities: therapeutic potential	2	O.T.M6218: Supervision and management	2
O.T.M6555: Prevention and rehabilitation: gerontology	3	O.T.M6230: Assistive technology, II	2
O.T.M6556: Occupational therapy in pediatrics, I	2	O.T.M6555: Gerontology Level I fieldwork and seminar	2
O.T.M6563: Physical disabilities, I	4	O.T.M6556: Occupational therapy in pediatrics, II	4
O.T.M6573: Master's project, I	1	O.T.M6564 Physical disabilities, II	4
O.T.M6530: Health policy and management	3	O.T.M6574: Master's project, II	1
O.T.M6580: Assistive technology, I	<u>1</u>		<u>15</u>
	16		

SECOND YEAR	
SUMMER SESSION	POINTS
O.T.M6663: Level II fieldwork B: physical disabilities	0
Elective—O.T.M6680: Level II fieldwork C: special interest	0



Master of Science Degree (Post-Professional) in Occupational Therapy: Administration or Education

Increasingly, occupational therapy clinicians are being sought for leadership positions for which advanced professional education is required. Developments in health care services call for additional expertise in administrative, supervisory, and program planning skills to effect meaningful change. A documented shortage of qualified occupational therapy faculty members exists nationwide in colleges and universities for academic and clinical teaching. With the continued growth in numbers of persons over sixty-five, it is clear that more occupational therapists will be needed for both medical and community programs serving the elderly. The 1990s have been equally marked by an unprecedented demand for pediatric occupational therapists. In addition to traditional rehabilitation sites, occupational therapists are in demand in neonatal units of hospitals and school systems which have become the second most common employment setting in the profession since the advent of Public Law 94-142.

Research experience is vital to verify and refine practice.

The post-professional programs are designed to meet the needs of the experienced certified occupational therapist who seeks increased professional knowledge and skill to prepare for specialized roles as administrator, educator, program developer, or researcher. Optional clinical specializations in gerontology/geriatrics and pediatrics are offered within either the educator or administrator track.

The programs for the degrees of Master of Science in Occupational Therapy Administration and Master of Science in Occupational Therapy Education comprise 36 points of graduate-level courses, including the completion

of a thesis. The average full-time student can expect to complete the program in twelve months of study. The part-time student follows an individual plan of study to complete all requirements within five years.

All students take core courses in advanced occupational therapy theory and research methodology. Each student selects a Role Specialization Track either in administration and program development or in academic and clinical teaching. A designated number of courses is also required for each track. Elective content areas, including gerontology and pediatrics, may be selected from courses offered by the Occupational Therapy Program, the School of Public Health, Teachers College, or other graduate divisions of the University.

The philosophy of post-professional occupational therapy education at Columbia University rests upon a learning model that combines the elements of graduate study with those of greater professional knowledge.

The program seeks students who are self-disciplined, independent, and able to make responsible choices for their career advancement. Graduate professional students are seen as flexible, creative persons who are willing to assume a participative role in shaping and refining the educational program of which they are a part and to take advantage of the extensive resources offered by the University.

The two-tracked role specialization curriculum is based upon three separate but interrelated components: (1) analysis and synthesis of occupational therapy theory and practice; (2) preparation for specialized roles as administrators or educators; and

(3) skill development for research design and implementation.

ADMISSION REQUIREMENTS

Full-time and part-time students are admitted to all programs. Part-time students in the post-professional program are admitted in both September and January. Program plans for part-time students are worked out on an individual basis to assure a logical sequence for required courses. Continuous registration is expected of all students.

The programs are open to applicants who hold a baccalaureate degree granted by a college or university of recognized standing and certification as an occupational therapist from the American Occupational Therapy Association. In addition, an applicant should have (a) a minimum of one year of working experience as an occupational therapist and (b) elementary skill in statistics (during 1995–1996, this may be taken during the first term in the program).

Recent official scores of the Graduate Record Examination should be submitted. The institution number to use for tests is 2137, department 0618. An applicant may be accepted on the basis of academic standing in lieu of the Graduate Record Examination.

Each applicant is required to have a personal interview and to prepare a resume and statement of goals and directions for graduate education. Three letters of reference must also be submitted on forms that are supplied by the program.

Transcripts of all post-secondary education should be forwarded by the registrars of the respective schools directly to the Director of Programs in Occupational Therapy.

DEGREE REQUIREMENTS

1. Continuous registration is expected until satisfactory completion

of all requirements. All requirements, including the thesis, must be completed in five years. *Leave of absence*: a student who must interrupt studies for adequate reason, such as sustained ill health, may be granted a leave of absence for a stated period, usually not to exceed one year. The student should apply in writing to the Director of Programs in Occupational Therapy and include in the application the specific reason for requiring the leave and length of time requested.

2. A part-time student is expected to carry a minimum of 3 points a term on a continuous basis until all course work has been completed. Students working only on their thesis are required to register for one point of advisement during each ensuing term.

3. A minimum of 36 points of approved graduate course work is required. At least 30 of the required 36 points must be taken at Columbia University, with a minimum of 19 points of the total credits from courses offered in the Occupational Therapy Program. A thesis is required and must be completed before the degree is awarded.

4. All students must meet minimum course requirements for competency in the required core courses in advanced occupational therapy theory and professional issues, research methodology, and thesis development.

5. At the time of admission to the two-tracked program, a student selects either administration or education as the area of role specialization. Minimum course requirements must be completed in each track; for education: principles of curriculum and teaching, principles of supervision, and teaching practicum; for administration: principles of administration and program development, principles of supervision, and administration practicum.

6. Students who enroll in the gerontology/geriatrics clinical specialization must take at least 11 of the total 36 points of course work in geriatrics/gerontology.

7. Within either track pediatric occupational therapists have the option of concentrating in the clinical areas of early intervention or school-based practice. Eleven credits will be required in the concentration area.

8. Either the thesis or the practicum experience may be carried out in the student's clinical specialization and may then be counted toward the 11 required credits of specialization.

9. It is recommended that at least 3 points of elective credit be selected by all other students in the area of their role specialization. Other elective credits may be taken in any graduate division of the University.

PROGRAM OF STUDY

The goal of the program is to prepare professionals who are able to contribute to the expansion of occupational therapy knowledge, to integrate the occupational therapy belief system into practice, and to work autonomously or collaboratively to seek solutions to health problems.

1. As *administrators*: the graduate occupational therapists will be prepared to plan and implement innovative health care programs for specialized populations, to influence the formulation of health care legislation, and to participate in quality assurance programs.

2. As *educators*: the graduate occupational therapists will be able to fill existing vacancies in academic and clinical educational programs at the undergraduate and graduate levels, to contribute to the expansion of occupational therapy knowledge, and to provide leadership for the continuing education needs of fellow professionals. In addition, all graduates of the program will have a foundation in planning and conducting research independently or jointly with colleagues in other allied health professions. Those who specialize in gerontology/geriatrics or pediatrics will be able to direct

their administrative, teaching, and research efforts particularly toward the needs of their selected clinical specialization.

A full-time student can expect to complete this program in sixteen calendar months of classroom work, practicum experience, and independent study. The first term provides the foundation for the analysis of occupational therapy theories and for design of research. It also introduces the principles of administration or teaching and offers opportunity for electives. The second term emphasizes the supervisory aspects of either role and adds the practicum component to further exploration of theory. There is ongoing advisement for developing the thesis. The summer term is left free of classroom work to allow full-time effort to complete the thesis.

A part-time student must carry a minimum of 1 point a term in order to complete the program within the maximum time of five years permitted for all requirements, including the thesis. Since a number of courses have prerequisites, the part-time student must prepare a total plan of study in the first term to assure a logical sequence of content.

All students take the required core courses. All other courses except electives are taken in the student's area of role specialization in either education or administration, with or without the gerontology/geriatrics or pediatrics content. These courses are in Teachers College, the School of Public Health, or other graduate divisions of the University.

The practicum experiences for both specializations are individually designed to meet each student's interest and needs.

In administration, the practicum may be carried out in a health care facility where there is a need for consultation, problem solving, or program development.

In education, this may be done through teaching a unit of study in the entry-level program, as a specialized unit of clinical instruction to students during fieldwork, or as a community education project. Any of these may incorporate the gerontology/geriatrics or pediatrics content.

A variety of content options for elective courses are available to increase the student's advanced knowledge base for research and teaching in occupational therapy. Courses in the areas of motor learning and neurophysiology are examples.

KEY TO COURSE LISTINGS

Each course number consists of capital letters followed by four digits and the term designation.

The capital letters indicate the curriculum for whose students the course is primarily offered:

- H.P. Health Professions (con-joint courses for students of Physical Therapy and Occupational Therapy)
O.T. Occupational Therapy
P.H. Public Health
T.Y./T.D. Teachers College

The level of the course is represented by *the first digit*:

- 6 Graduate course, professional
8 Graduate course, post-professional

The subject area of the course is represented by *the second digit*:

- 1 Biological sciences
2 Behavioral sciences
3 Medical conditions
4 Treatment modalities
5 Professional concepts and treatment
6 Clinical experience

Term Designations: x, y, and z

An *x* following the course number indicates that the course meets in the autumn term; a *y* indicates the spring term; and a *z* indicates the Summer Session.

COURSES OF INSTRUCTION

H.P.M8200x,y,z*

Research advisement

Faculty advisers. 0 points.

Students must register for 0 points of continued advisement for each additional term required for completion of the approved draft of the thesis.

H.P.M8500x

Interdisciplinary collaboration in long-term care: a seminar and practicum

Professor Miller. 3 points.

Prerequisite: The instructor's permission. Models of health care for the elderly and the skills needed by professionals engaged in interdisciplinary activity. Seminar sessions with team-teaching include representatives from different disciplines. Knowledge relevant to the study and influence of interdisciplinary collaboration is achieved experientially with a problem-solving focus.

H.P.M8503x,y

Tutorial in indirect service

Professor Miller. 2 points.

Special permission required. Individual project designed by the student for developing skills in consultation and/or program development.

H.P.M8510y

Methods of teaching in health care

Professor Miller. 2 or 3 points.

Models of curriculum design and learning theories applicable to learners with different backgrounds and levels of preparation. Development of specific learning modules for use in academic and/or health care settings along the continuum of care. Opportunity for practice and evaluation of teaching strategies: the case-study method, role-plays, audio-visual aids, and problem-solving.

*Registration for continued advisement will be at a tuition charge of 1 point.

O.T.M8100x**Theory in a practice profession***Professor Neuhaus. 3 points.*

Presentation of philosophical and historical foundations for linking health and occupation with occupational therapy theories. Examination of concepts and approaches used in current practice to explain the relationship between theory and application. Formulation of theoretical model applicable to student's own practice.

O.T.M8101y**Advanced theories of intervention***Professor Neuhaus and guest faculty. 3 points.*

Prerequisite: *O.T.M8100*. This course builds on the first semester and provides additional opportunity for linking theory, practice, and research. Through an approach that combines critical analysis and clinical reasoning, the student critiques intervention approaches from the literature and own practice and develops strategies for designing theoretically-sound intervention programs.

O.T.M8103y**Supervision: approaches for specialized roles***Ms. Fraley. 2 or 3 points.*

The supervisory relationship in education and management. Analysis and development of effective supervisory approaches explored within the context of administrative functions. Experiential laboratories using peer evaluation and critique. Assignments related to student's specialization.

O.T.M8105y**Professional issues***Professor Neuhaus and guest faculty. 3 points.*

Analysis of social, legal, political, and economic issues influencing occupational therapy practice. Introduction to methods of proposing and implementing change for existing constraints. Practice with specific skills needed for preparation of position paper, grant proposal, or public education materials.

O.T.M8110x,y,z**Thesis seminar***Professor Neuhaus. 1 point.*

Group experience in development of research questions and preparation of thesis proposal. Peer review and critique of ideas. Introduction to use of resources available to students in preparing the proposal. For each additional term required for completion of

the proposal, students must register for *H.P.M8200* (0 points) and continue to participate in the seminar.

O.T.M8111x,y,z**Thesis advisement***Faculty advisers. 1 point.*

Following approval of thesis proposal, students register for thesis advisement with their faculty adviser. Hours are mutually arranged between student and adviser. For each additional term required for completion of the proposal, students must register for *H.P. M8200* (0 points) and continue to participate in the seminar.

O.T.M8112z**Master's thesis***Faculty advisers. 4 points.*

Prerequisite: adviser's permission. Completion of research project with potential for publication. Credit on acceptance of thesis.

O.T.M8210x,y,z**Practicum in education***Professor Neuhaus. 3 points.*

Supervised instructional experience in an academic or clinical setting. Students design and implement a learning experience for a selected population, involving objectives, methods, and evaluation in an area of particular interest to each student. Supplemented by biweekly seminar.

H.P.M8530y**Multi-dimensional assessment of the elderly***Professor Miller and Ms. Butin. 3 points.*

Emphasizes multi-dimensional assessment through an interdisciplinary team approach. Students are familiarized with a variety of standardized instruments assessing cognitive, physical, psychosocial, and environmental factors affecting functional ability. Application of assessment results to treatment planning and program development in different settings.

O.T.M8550**Advanced theories of pediatric intervention***Professor Anzalone. 3 points.*

This course may be substituted for *O.T.M8101*. Critical analysis of new and traditional theories of development and therapeutic intervention in occupational performance in motor, sensory-perceptual and psychosocial domains. Identification and comparison of current intervention

theories and integration of multi-disciplinary research into models of intervention in occupational therapy.

O.T. M8555y**Supervision and seminar in school-based practice**

Guest faculty. 2 points.

Open to novice practitioners in school-based practice. Practical problem-solving of Individualized Educational Plans (IEP), treatment planning, interdisciplinary collaboration. Discussion of case material brought from day-to-day practice. On-site supervision three to four times during the term.

P.H.P6230**Overview of geriatrics and gerontology**
Professor Toner. 3 points.

Prerequisite: The instructor's permission. Research and practice in geriatrics and gerontology are reviewed, including the demography and epidemiology of aging as well as biological, social, medical, psychological, and psychiatric factors that influence the aging process; the problems that develop in aging; and the manner of treating and caring for the aged. Opportunities for dialogue with experts in the field are provided.

P.H.P6530x**Issues and approaches in health policy and management**

Professor Rosenberg. 3 points.

Lectures and readings on administrative problems and interventions that affect, and are affected by, all health practitioners as they seek to improve health care delivery, health care, and the health status of populations.

P.H.P8230y**Assessment of intellectual, emotional, and physical well-being in the older adult**
Professors Toner and Miller. 3 points.

Systematic review of strategies and instruments for the assessment and diagnosis of mental, physical, and social problems of older people. Videotapes of interviews are used for the development of skills in the use of assessment tools.

TM5021x and z (Teachers College)**Methods of empirical research, I**

Professor Sontag. 3 points.

O.T.M6571 may be substituted for this course. An introduction to the methods of scientific inquiry, research planning, and techniques of making observations and analyzing and presenting data. Topics include methods of inquiry, the role of research in theory, formulating problems and hypotheses, sampling, measurements, and the design of empirical research. Opportunity to design research projects.

T.R.4060y (Teachers College)**Motor learning**

Professor Hamel. 2 points.

Co-requisite: T.R.4861, Section 1.

Study of factors relating to the acquisition and performance of motor skills. Includes review and analysis of appropriate research findings.

TY4052x (Teachers College)**Designing curriculum and instruction**

Professors Goodwin, Hudak, and Zumwalt. 2-3 points.

Application of models for designing curriculum and instruction. Students design curriculum for specific settings.

OUTLINE OF THE PROGRAM

M.S. Degree (Post-professional) Programs: Full Time

For a description of courses with the prefix P, see the School of Public Health bulletin; with the prefixes TI, TD, or TY, see the Teachers College bulletin.

AUTUMN TERM	POINTS
ADMINISTRATION AND EDUCATION	
TI5021: Methods of research	3
O.T.M8100: Theory in a practice profession	3
O.T.M8103: Supervision	2-3
O.T.M8110: Thesis seminar	1
T.Y.4052: Designing curriculum	
or	
H.P.M8510: Methods of teaching	
or	
P.H.6530: Health administration	3
Electives (for Gerontology/Geriatrics and Pediatrics, see below)	4-5
Total Points	16-18

SPRING TERM	POINTS
ADMINISTRATION	
O.T.M8101: Intervention theories	3
O.T.M8111: Thesis advisement	1
O.T.M8105: Professional issues	3
O.T.M8520: Practicum and seminar	3
A minimum of one course from the School of Public Health	3
Electives (for Gerontology/Geriatrics or Pediatrics, see below)	3
Total points	16

SUMMER SESSION	POINTS
O.T.M8112: Master's thesis	4

GERONTOLOGY (WITH ADMINISTRATION
OR EDUCATION)

AUTUMN TERM	POINTS
O.T.M8503: Tutorial: indirect service	2
H.P.M8510: Methods of teaching: health care	2-3
P.H.P6230: Overview of geriatrics and gerontology	3

PEDIATRICS (WITH ADMINISTRATION OR
EDUCATION)

Please note: Planning for additional courses in early intervention and school-based practice is currently underway. Please contact the Occupational Therapy administrative office for further information on these courses.

SPRING TERM	POINTS
EDUCATION	
O.T.M8101: Intervention theories	3
O.T.M8111: Thesis advisement	1
O.T.M8105: Professional issues	3
O.T.M8520: Practicum and seminar	3
A minimum of one course from Teachers College TY or TD Department	3
Electives (for Gerontology/ Gerontology or Pediatrics, see below)	3
	16

SPRING TERM	POINTS
H.P.M8500: Interdisciplinary collaboration: long-term care	3
H.P.M8538: Multi-dimensional assessment: elderly	3
H.P.8320: Assessment of well-being: older adult	3

O.T.M8550: Advanced intervention theories	3
O.T.M8555: Supervision and seminar: school-based practice	2



Master of Science in Occupational Therapy/ Master of Public Health

As the mandate for delivery of health care evolves in directions of increased efficiency and cost effectiveness, demands on the occupational therapist as a manager and decision maker continue to evolve as well. Within a brief period of time following graduation, the occupational therapist's role may expand beyond departmental tasks to include related areas involving the analysis and evaluation of services needed for special populations. These roles call for additional education to incorporate knowledge and principles for addressing the health needs of a larger public. In response to this demand, the Programs in Occupational Therapy and the School of Public Health have jointly established a program of study which leads to two degrees. The dual degree program has been developed to prepare occupational therapists to function effectively as leaders in the changing health arena by combining their skills with those of the public health professional.

The Joint Degree Program interfaces with the existing two Programs in Occupational Therapy at the professional (entry) level and the post-professional (advanced) level. The M.S./M.P.H. Program is an option for students at both levels, on a full-time or part-time basis. The M.S./M.P.H. Program prepares occupational therapists to:

1. emphasize prevention and public planning principles, as well as those of rehabilitation;
2. consider more flexible arenas for care;
3. contribute to interdisciplinary health care policy;
4. apply specialized technical knowledge of such areas as data base management and epidemiological

aspects of abnormal development to leadership positions as community program planners, client advocates, and participants in health care decision making.

ENTRY LEVEL (PROFESSIONAL)

The Joint Degree Program requires 90 credits or three years, including two summers. Students take the required core courses in both programs. Students will be enrolled in the occupational therapy program for the first two years. They have the option of doing Level II Fieldwork (Practicum I) between the first and second year or postponing all fieldwork until completing the second year. With this option they will be able to take course work during the first summer. In the autumn of the second year, students combine Public Health and Occupational Therapy courses, still as part of their entry-level education. In the third year, students enroll in the School of Public Health to complete their course work. During the final three months, students take the second required Level II Fieldwork.

The program prepares students to be eligible to sit for the national certification examination as occupational therapists.

For a full description of the professional program, see page 10.

Required courses in occupational therapy and public health are listed for both professional and post-professional level.

For the professional Master of Science in occupational therapy, 40 points of required course work are in occupational therapy, while the M.P.H. includes 15 to 16 points of required

course work in public health. Overall, students complete 52 credits in occupational therapy and 38 in public health.

Each degree includes a given number of required courses and electives. These are listed below. Course descriptions for occupational therapy are in the Program of Study. Course descriptions of Public Health required core courses are given below. See the bulletin of the School of Public Health for all other courses.

Admission Requirements

Students must make separate application to the Programs in Occupational Therapy and the School of Public Health. This may be done simultaneously or at different times.

For the Programs in Occupational Therapy admission requirements, see page 10.

Degree Requirements

1. Continuous registration is expected until satisfactory completion of all requirements. All academic and clinical requirements for both degrees must be completed in five years. *Leave of absence*: see page 11.
2. A minimum of 90 points of approved work, based on an average course load of 15 points a term for full-time students, and 8 points a term for part-time students.
3. Equivalency credit: see page 11.
4. Minimum course requirements in areas of basic competency in occupational therapy must be completed by all candidates: biological sciences, behavioral sciences, pathology, activities and occupational therapy evaluation and treatment procedures.
5. Minimum course requirements in public health include 5 core courses in health policy and management, biostatistics, *P6103* or *P6104*, epidemiology, environmental health sciences, and sociomedical sciences, plus a distribu-

tion of concentration area and elective courses.

6. A minimum of twenty-four weeks of full-time (or the equivalent) supervised field experience with clients in programs of prevention, maintenance, and remediation. All fieldwork requirements should be completed within twenty-four months following completion of academic work.

Courses of Instruction

The following are core courses required by the School of Public Health. They are generally offered twice a year. For all other occupational therapy course descriptions, see pp. 13–16. For all other public health courses, consult the bulletin of the School of Public Health.

Public Health P6103 Biostatistics

5 hours a week. 3 points.

Topics include: Mass data of the health fields; the content of vital statistics; methods of collecting, tabulating, and graphing data; elementary methods of analyzing some of the simpler types of data in terms of averages, percentages, and rates. Summarization of experimental data by means of percentages, averages, and measures of variation; methods for evaluating chance variation as applied to percentages and averages; introduction to the concept of correlation.

Public Health P6104 Introduction to biostatistical methods

6 hours a week. 4 points.

An enriched core course for biostatistics majors and other master's students who expect to take advanced biostatistics or epidemiology courses. It covers at greater depth all the topics in *Public Health P6103*.

Public Health P6300 Environmental health sciences

3 hours a week. 3 points.

An introduction to preventive health practices with an emphasis on environmental factors. Review of basic public health concepts as they relate to disease causation and prevention. Toxicology, especially carcinogenesis, is stressed. In cooperation with other divisions, tropical diseases and the

implications of population growth are discussed. Available techniques of preventive practices, such as controlling the quality of air, water, and consumer products, are described for both the workplace and the general environment. Lectures are followed by discussion groups. Examinations.

Public Health P6400

Principles of epidemiology, I

3 hours a week. 3 points.

Prerequisite or corequisite: *Biostatistics PHP6103 or PHP6104*. The concepts, principles, and uses of epidemiology. Epidemiologic analysis of the determinants of health and disease. Study of particular diseases to illustrate the descriptions of their distributions and courses, the analysis of their causes, and approaches to prevention and control. In the main, teaching is in autonomous small-group seminars. Research paper, examination, and student participation. Lectures, seminars, and exercises.

Public Health P6530

Issues and approaches in health policy and management

3 hours a week. 3 points.

Lectures and readings on administrative problems and interventions which affect, and are affected by, all public health practitioners as they seek to improve health-care delivery, health care, and the health status of populations.

Public Health P6700

Introduction to sociomedical sciences

2 hours a week. 3 points.

This course, or an alternate selected from the list approved by the sociomedical sciences division, satisfies the sociomedical core requirement for the M.P.H. degree. A critical review of research illustrating the application of social science concepts and methods to health and health care. Issues include the effect of social and psychological factors (such as cultural and ethnic influences, social networks, social class, personality, and stress) on health and health behavior.

Following are examples of additional public health courses of interest to occupational therapy students. The 8000-level courses may have prerequisites (refer to the bulletin of the School of Public Health). Courses would be chosen according to the student's pub-

lic health concentration, and in consultation with an academic adviser:

- P6010 Educational interventions in the health care system
- P6110 Statistical and computer methods in health data
- P6538 Current issues in mental health planning and administration
- P6513 Hospital organization and management
- P8403 Nutritional epidemiology
- P8426 Assessment of adult psychopathology
- P8465 Epidemiology of HIV and AIDS
- P8711 Women and health
- P8720 The changing roles of health professionals
- P8750 Health problems of African Americans

ADVANCED LEVEL (POST-PROFESSIONAL)

Advanced level students are practitioners with a baccalaureate degree in occupational therapy. The Joint Degree Program at this level includes 72 credits—32 in occupational therapy and 40 in public health—and extends over five semesters. Students take the required core courses in each program and receive credit for designated courses selected from either program. They enroll in the Occupational Therapy Program for two terms, then move to the School of Public Health for the final three terms, including two summers.

Students may select any of the concentrations in the School of Public Health—Biostatistics, Environmental Health Sciences, Epidemiology, Health Policy and Management, Population and Family Health (including maternal and child health), and Sociomedical Sciences—as their area of concentration. For full descriptions of these, see the bulletin of the School of Public Health.

All graduates of the joint degree program will have a foundation in planning and conducting research independently or with colleagues in other health professions.

All students must take the required courses in occupational therapy and public health. All other courses except electives are taken in the student's area of concentration in either program.

Admission Requirements

Students may register on a matriculated full-time or part-time basis or as non-matriculated, part-time students for a maximum of 9 credits. Separate application must be made to the Programs in Occupational Therapy and the School of Public Health. This may be done simultaneously or at different times. (For the Programs in Occupational Therapy, see Admission Requirements—Post-Professional Program).

Degree Requirements

1. Continuous registration is expected until satisfactory completion of all requirements. All requirements, including the thesis, must be completed in seven years. *Leave of absence*: see M.S. Degree (Post-Professional) Programs.
2. A part-time student is expected to carry a minimum of 3 points a term on a continuous basis until all course work has been completed. Part-time students cannot expect to meet all course

requirements for both degrees during evening hours. Some day classes and perhaps a summer session may be needed to complete the degrees.

3. A minimum of 72 points of approved graduate course work is required. This includes 15 points of core courses in each program in occupational therapy theory, professional issues, research methodology and thesis development, as well as biostatistics, epidemiology, health policy and management, sociomedical sciences, and environmental sciences.

4. Students must select an area of concentration in one of the divisions of the School of Public Health or the Programs in Occupational Therapy but may take electives in both programs. The Public Health concentrations are Biostatistics, Epidemiology, Health Policy and Management, Population and Family Health, including Maternal/Child Health, Sociomedical Sciences, and Environmental Health Sciences.

5. One term of practical experience is required of all candidates for the M.P.H. The focus, content, and timing are individually designed to meet the particular needs of each student.

All students must take the required courses in occupational therapy and public health. All other courses except electives are taken in the student's area of concentration in either program. Descriptions for the required core courses in public health are on pages 28–29. For occupational therapy courses, see pages 13–16.

OUTLINE OF THE PROGRAM

M.S./M.P.H. Degree (Professional) Program: Full Time

FIRST YEAR		FIRST YEAR	
AUTUMN TERM	POINTS	SPRING TERM	POINTS
H.P.M6101: Human anatomy	3	H.P.M6324: Pathology: internal medicine	2
H.P.M6103: Neural science	2	H.P.M6325: Neurological/orthopedic disorders	2
O.T.M6104: Applied clinical anatomy	1	O.T.M6438: Activities: products and processes	3
O.T.M6107: Kinesiology	2	O.T.M6553: Mental health	5
O.T.M6212: Group dynamics	2	O.T.M6449: OT with families	1
O.T.M6551: Professional foundations	3	O.T.M6572: Research protocol	2
O.T.M6571: Methods of research	2	P.H.P.6530: Health policy and management	3
O.T.M6578: Psychopathology	2		18
Total points	17		

FIRST YEAR	
SUMMER SESSION*	POINTS
O.T.M6653: Level II Fieldwork A	0
<i>or</i>	
PH.P6103: Biostatistics	3
Electives (P.H.)	9
Total points	12

SECOND YEAR AUTUMN TERM		SECOND YEAR	
	POINTS	SPRING TERM	POINTS
O.T.M6563: Physical disabilities, I	4	O.T.M6564: Physical disabilities, II	4
O.T.M6555: Prevention and rehabilitation: gerontology	3	O.T.M6555: Gerontology seminar	2
P.H.P6400: Epidemiology	3	P.H.P6700: Sociomedical sciences	3
O.T.M6440: Activities: therapeutic potential	2	O.T.M6230: Assistive technology, II	2
O.T.M6556: Pediatrics, I	2	O.T.M6557: Pediatrics, II	4
O.T.M6573: Master's project, I	1	O.T.M6218: Supervision and management	2
Total points	15	O.T.M6573: Master's project, II	1
			18

*The two summer terms may be taken in either order, the Practicum may either precede or follow the second year.

SECOND YEAR	
SUMMER TERM*	POINTS
Coursework as described above	15
<i>or</i>	
Level II Fieldwork A	0

THIRD YEAR		THIRD YEAR	
AUTUMN TERM	POINTS	SPRING TERM	POINTS
P.H.P6300: Environmental health sciences	3	Level II Fieldwork B	0
Electives (P.H.)	9		
Total points	<u>12</u>		

*The two summer terms may be taken in either order; the Practicum may either precede or follow the second year.

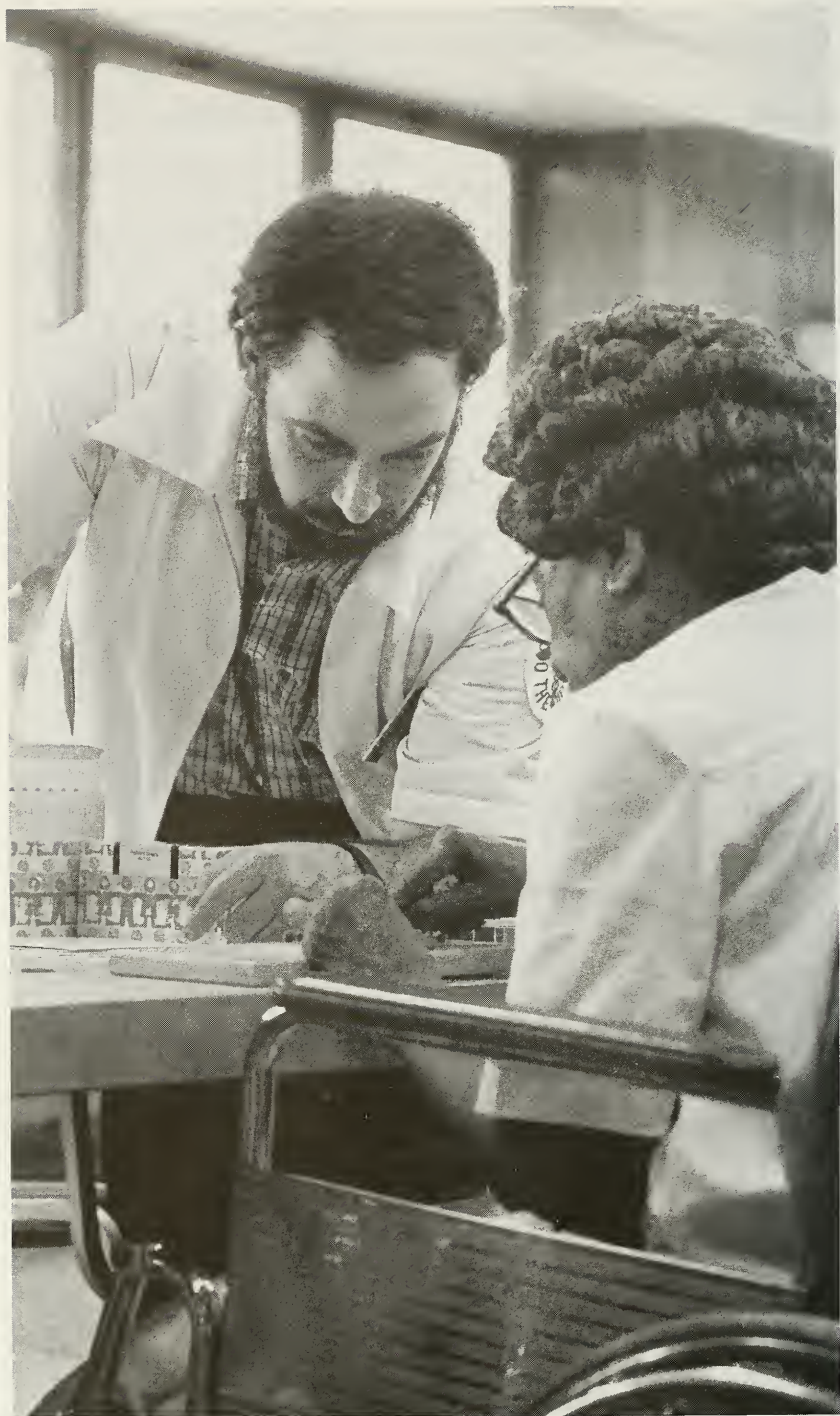
OUTLINE OF THE PROGRAM

M.S./M.P.H. Degree (Post-professional) Program: Full Time

FIRST YEAR		FIRST YEAR	
AUTUMN YEAR	POINTS	SPRING TERM	POINTS
O.T.M8100: Theory in a practice profession	3	P.H.P6530: Health policy and management	3
P.H.P6700: Sociomedical sciences	3	O.T.M8101: Advanced intervention theories	3
P.H.P6103: Biostatistics	3	O.T.M8105: Professional issues	3
P.H.P6300: Environmental health sciences	3	Elective P.H.	6
Elective (O.T.)	3	Total points	15
Total points	15		

FIRST YEAR	
SUMMER SESSION	POINTS
T.M.5021: Methods of research	3
Electives (P.H.)	7
Total points	10

SECOND YEAR		SECOND YEAR	
AUTUMN TERM	POINTS	SPRING TERM	POINTS
P.H.P6400: Epidemiology	3	O.T.M8112: Master's thesis	4
H.P.M8500: Interdisciplinary collaboration	3	Electives (O.T.)	3
O.T.M8103: Supervision	3	Electives (P.H.)	9
O.T.M8110: Thesis seminar	1	Total points	16
Electives (P.H.)	3		
Electives (O.T.)	3		
Total points	16		



Hospitals and Agencies Affiliated for Field Work Education

The following clinical centers, together with students in the program and faculty members, constitute the Occupational Therapy Clinical Council of Columbia University. Placements in field work are chosen from among these centers.

BELLEVUE HOSPITAL CENTER, NEW YORK, N.Y.

Pam Brier

Executive Director

David Cohen, M.D.

Medical Director

Valery Lanyi, M.D.

Director of Rehabilitation

David McDonald, O.T.R.

Director of Occupational Therapy

Coordinating Manager

BERGEN PINES HOSPITAL, PARAMUS, N.J.

Edward Lewis

Director

Mary Pestana, O.T.R.

Chief Occupational Therapist

BETH ABRAHAM HOSPITAL, BRONX, N.Y.

William Frohlich

President

Helena Schanzer, M.S., O.T.R.

Chief Occupational Therapist

Rehabilitation Coordinator

Nancy Selsky, O.T.R.

Student Supervisor

BETH ISRAEL MEDICAL CENTER, NEW YORK, N.Y.

Robert G. Newman, M.D.

President

Arnold Winston, M.D.

Director, Psychiatry

Erwin Gonzalez, M.D.

Director, Physical Medicine & Rehabilitation

John F. Personius, O.T.R.

Chief, Occupational Therapy

Jane Resnick, M.A., O.T.R.

Assistant Chief, Student Coordinator

Mary Petti-Weber, O.T.R.

Chief, Therapeutic Activities, Psychiatry

Rose Solomon, O.T.R.

Occupational Therapy Supervisor, Psychiatry

BETH ISRAEL HOSPITAL, PASSAIC, N.J.

Dr. Stephen Alexander

Medical Staff Coordinator

Victoria Pearlman, M.A., M.S., O.T.R.

Chief Occupational Therapist

BLYTHEDALE CHILDREN'S HOSPITAL, VALHALLA, N.Y.

Robert Stone

President

Joelle Mast, M.D.

Medical Director

Patricia Richards, M.D.

Director of Rehabilitation Medicine

Julie Knitter, O.T.R.

Chief, Occupational Therapy

Susan Morrow, O.T.R.

Assistant Chief and Student Program Coordinator

BRONX MUNICIPAL HOSPITAL CENTER, JACOBI HOSPITAL, AND KENNEDY CENTER, BRONX, N.Y.

Avital Fast, M.D.

Professor and Chairman, Department of Rehabilitation Medicine

Stanley Wainapel, M.D.

Director, Department of Rehabilitation Medicine

Arnold Merriam, M.D.

Deputy Director, Hospital Services, Department of Psychiatry

Susan O. Gans, M.S., O.T.R.,
F.A.O.T.A.

*Director, Occupational Therapy,
Department of Rehabilitation Medicine*

Sarah Schoen, M.A., O.T.R.
Supervisor, Pediatrics, Kennedy Center

BROOKLYN HOSPITAL/CALEDONIAN
HOSPITAL, BROOKLYN, N.Y.

Elizabeth Pettick, O.T.R.
*Chief of Occupational Therapy/Clinical
Coordinator*

BURKE REHABILITATION HOSPITAL,
WHITE PLAINS, N.Y.

Mary Beth Walsh, M.D.
*Executive Medical Director Chief
Executive Officer*

John J. Ryan
Director/Administration

Eleanor Haid, M.S.Ed., O.T.R.
Director, Occupational Therapy

BUTLER HOSPITAL, PROVIDENCE, R.I.
Frank Delmonico

President

Mary Hustetler Brinson, O.T.R./L.,
F.A.O.T.A.
Chief Occupational Therapist

CREEDMOOR PSYCHIATRIC CENTER,
QUEENS VILLAGE, N.Y.

Charlotte Seltzer, M.S.W., C.S.W.
Chief Executive Officer

Curtisse Renee Waddy, MA,
O.T.R./L.
Chief Occupational Therapist

D.C. COMMISSION ON MENTAL HEALTH
SERVICES, WASHINGTON, D.C.

Susan F. Miller, O.T.R.
Chief Occupational Therapist

GOLDWATER MEMORIAL HOSPITAL,
ROOSEVELT ISLAND, N.Y.

Samuel Lehrfeld
Executive Director

Augusta Alba, M.D.
Director, Rehabilitation Medicine Service

Paulette Bell, M.A., O.T.R.
Director, Occupational Therapy

HACKENSACK MEDICAL CENTER—TOYS 'R'
US/KIDS 'R' US INSTITUTE FOR CHILD
DEVELOPMENT, HACKENSACK, N.J.

John E. Williams, M.D.
Director

Linda Yin Lee, M.A., O.T.R.
Chief Occupational Therapist

HARLEM HOSPITAL CENTER, NEW YORK,
N.Y.

Bruce Goldman
Director

Herbert Thornhill, M.D.
Director, Rehabilitation Medicine

Sandhya Zarapkar, M.A., M.P.H.,
O.T.R.
Chief Occupational Therapist

HELEN HAYES HOSPITAL, WEST
HAVERSTRAW, N.Y.

Magdalena Ramirez
Chief Executive Officer

Karl Schroeder, M.D.
Medical Director

Deborah Juarbe, O.T.R.
Director, Professional Services

Lori MacLeod, M.P.A., O.T.R.
Director, Occupational Therapy

HILLSIDE HOSPITAL DIVISION OF LONG
ISLAND JEWISH MEDICAL CENTER, THE
LONG ISLAND CAMPUS FOR THE ALBERT
EINSTEIN COLLEGE OF MEDICINE, GLEN
OAKS, N.Y.

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Medical Director

Seymour Cohen, M.D.
Dean, Clinical Campus

Estelle Douglas, M.S., C.R.C.
Director of Psychiatric Rehabilitation

Sharon Faust, M.S., O.T.R.
Director, Clinical Education

ISABELLA GERIATRIC CENTER, NEW YORK,
N.Y.

Arthur Lennon
Medical Director

Patrice Ranellone, R.P.T.
Director of Rehabilitation

Joseph Napoli, M.S., O.T.R.
Assistant Director of Rehabilitation

JFK—JOHNSON REHABILITATION
INSTITUTE, JOHN F. KENNEDY MEDICAL
CENTER, EDISON, N.J.

J. Scott Gebhard
Administrator

Thomas Strax, M.D.
Medical Director

Carol B. Lewis, O.T.R.
*Clinical Director of Occupational
Therapy*

KESSLER INSTITUTE FOR
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*Medical Director and Chief Medical
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F.A.O.T.A.
Director, Occupational Therapy Services

LUTHERAN MEDICAL CENTER, BROOKLYN,
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Medical Director

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Chief Occupational Therapist

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CENTER, NEW YORK, N.Y.

Dr. Thomas Fahey, Jr.
Acting Chief Medical Officer



Bernadette Shea, P.T.

Director of Rehabilitation

Colleen McCaul, M.A., O.T.R.

Senior Occupational Therapist

Pauli Clareman, O.T.R.

Senior Occupational Therapist

METROPOLITAN HOSPITAL CENTER, NEW
YORK MEDICAL COLLEGE, NEW YORK, N.Y.

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Executive Director

Catherine Hinterbuchner, M.D.

*Professor and Chairman of Rehabilitation
Medicine, Chief of Service*

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Chief Occupational Therapist

MIDDLESEX HOSPITAL PARTIAL
HOSPITALIZATION PROGRAM,
MIDDLETOWN, CT

Terry DiPietro, O.T.R./L.

Chief Occupational Therapist

MONMOUTH MEDICAL CENTER, LONG
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Chairman

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Administrator

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Clinical Coordinator, Psychiatry

David Brizer, M.D.

*Medical Director of Adult Psychiatric
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Chief Occupational Therapist

MOTIVATIONAL SERVICES, INC.,
AUGUSTA, ME

Richard M. Weiss, Ph.D.

Director

Gary W. Mascher, M.Ed., O.T.R./L.

Chief Occupational Therapist

MOUNT SINAI HOSPITAL, NEW YORK, N.Y.

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Director

Rehabilitation

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Director, Rehabilitation Medicine

Elissa Levine, M.A., O.T.R.

Director of Occupational Therapy

Ruth Dickey, M.A., O.T.R.

Director of Team Lab

Psychiatry

Kenneth Davis, M.D.

Director, Department of Psychiatry

Robert Yankowitz, Ph.D.

Director, Psychiatric Rehabilitation

Eileen Jeffries, O.T.R.

Supervisor

NEW ROCHELLE HOSPITAL, NEW
ROCHELLE, N.Y.

Jerome Gristina, M.D.

Director, PM&R

Sandra Levine Finkel, M.A., O.T.R.

Chief Occupational Therapist

NEW YORK HOSPITAL, CORNELL MEDICAL
CENTER, NEW YORK, N.Y.

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President and Chief Executive Officer

Willibald Nagler, M.D.

*Medical Director, Department of
Rehabilitation Medicine*

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Administrator of Rehabilitation Medicine

Karen Stewart Pettengill, M.S.,
O.T.R., C.H.T.

Chief Occupational Therapist

Phyllis Mirenberg, M.S., O.T.R.

Assistant Chief, Occupational Therapy

Department of Psychiatry Payne

Whitney and Westchester Divisions

Jack Barchas, M.D.

Chairman, Department of Psychiatry

Susan B. Fine, M.A., O.T.R.,
F.A.O.T.A.

*Director of Cornell Therapeutic
Activities Services (both campuses)*

Sarah Hertzberg Spiler, M.A.,
O.T.R., C.R.C., Payne Whitney

Colleen Heaney, M.A., C.A.C.,
R.T., Westchester

Coordinators, Student Training

NEW YORK STATE DEPARTMENT OF
MENTAL HYGIENE

New York State Psychiatric Institute,
New York, N.Y.

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Director

L. Mark Russakoff, M.D.

Deputy Director, Clinical Director

Barbara Bouley, M.A., O.T.R./L.,
C.S.W.

Director of Occupational Therapy

NORTH SHORE UNIVERSITY HOSPITAL AT
GLEN COVE, GLEN COVE, N.Y.

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Physician-in-charge

Barbara Cunningham, P.T.

Director of Rehabilitation Services

Hermine Plotnick, M.A., O.T.R.

Supervisor of Occupational Therapy

NORWALK HOSPITAL, NORWALK, CT

Department of Medicine, Section of
Physical Medicine and Rehabilitation

Claudio Petrillo, M.D.

*Section Chief, Physical Medicine and
Rehabilitation*

Linda Knoploch, M.D.

Physiatrist

Lori Rogow, O.T.R.

Chief, Occupational Therapy

ORTHOPEDIC INSTITUTE, NEW YORK, N.Y.

Alfred Grant, M.D.

*Chief of Neuromuscular and
Developmental Disorders*

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Director, Occupational Therapy

PASCACK VALLEY HOSPITAL, WESTWOOD,
N.J.

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President

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Chief of Medical Staff

Colleen Maher, O.T.R.

Senior Occupational Therapist

THE PRESBYTERIAN HOSPITAL, NEW
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President and Chief Executive Officer

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Medicine*

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Director of Occupational Therapy

RIVERDALE MENTAL HEALTH CENTER,
RIVERDALE, N.Y.

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Clinical Director

Joyce M. Pilsner, M.A.

Executive Director

Matthew Gudis, M.D.

Director, Continuing Treatment

Sheri Wadler, M.S., O.T.R.

Chief Occupational Therapist

RUSK INSTITUTE OF REHABILITATION
MEDICINE, NEW YORK, N.Y.

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Medical Director

Mercedes Abella, M.A., O.T.R./L.,
F.A.O.T.A.

Student Program Coordinator

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Executive Vice President

Emilio Ejercito, M.D.

Medical Director

Maryanne Suits, O.T.R.

*Supervisor of Physical Medicine and
Rehabilitation*

Student Coordinator

Elizabeth Gray, M.S., O.T.R.

*Supervisor of Physical Medicine and
Rehabilitation*

ST. LUKE'S-ROOSEVELT HOSPITAL
CENTER, NEW YORK, N.Y.

Gary Gambuti

President

Psychiatry

Cheryl King, M.A., O.T.R.

*Director, Occupational Therapy and
Recreation Therapy, St. Luke's Site*

Rehabilitation Medicine

Patrick Fazzari, M.D.
Director

Audrey Ehrmann, M.S., O.T.R.
*Chief Occupational Therapist,
Roosevelt Site*

Leora Cohen, M.P.A., O.T.R.
*Chief Occupational Therapist, St.
Luke's Site*

ST. VINCENT'S HOSPITAL AND MEDICAL
CENTER OF NEW YORK, NEW YORK, N.Y.

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President and Chief Executive Officer

Joseph T. English, M.D.
Director, Department of Psychiatry
Anne Mazur Robinson, M.A., O.T.R.
*Manager, Therapeutic Activities and
Vocational Rehabilitation Service,
Department of Psychiatry*

Lakshmi Maurali, M.D.
*Acting Director, Physical Medicine and
Rehabilitation Department*

Paula Porcaro, O.T.R., M.B.A.
*Manager, Occupational Therapy,
Physical Medicine and Rehabilitation*

SAN FRANCISCO GENERAL HOSPITAL, SAN
FRANCISCO, CA

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Executive Director

Bob Okin, M.D.
Director of Psychiatry

Margaret Han
Director of Rehabilitation

Maria Dillard, O.T.R.
Chief Occupational Therapist, Psychiatry
Toni Ross, O.T.R., C.H.T.
*Chief Occupational Therapist,
Rehabilitation*

SOUTH OAKS HOSPITAL, AMITYVILLE, N.Y.

Jean Smith
Chief Executive Officer

Melvin Thrash, M.D.
Medical Director

Fran Babiss, O.T.R.
Service Director, Partial Hospital

Liz Roarty-O'Herron, M.S., O.T.R.
Chief Occupational Therapist—Adults

Al Anson, O.T.R.
*Chief Occupational
Therapist—Adolescents*

SPAULDING REHABILITATION HOSPITAL,
BOSTON, MA

Manuel Lipson, M.D.
General Director

Virginia J. Morgan, O.T.R.
Director of Occupational Therapy

Debra Margolis, O.T.R.
*Assistant Director of Occupational
Therapy*

SPRINGFIELD HOSPITAL, SYKESVILLE, MD

Paula A. Langmead
Superintendent

Sherrill C. Cheeks, M.D.
Clinical Director

Carole Hays, M.A., O.T.R./L.,
F.A.O.T.A.
Director of Rehabilitation Services

STATEN ISLAND UNIVERSITY HOSPITAL,
STATEN ISLAND, N.Y.

Jeffrey Weinberg, M.D.
Director, Rehabilitation Medicine

Eileen Ascher, O.T.R.
Manager, Occupational Therapy

SUNY—HEALTH SCIENCES CENTER AT
BROOKLYN, BROOKLYN, N.Y.

Dr. Richard Schwartz, O.T.R.
Interim President

Frances Ciulla, M.A., A.T.R.
Chief Activities Therapist

Mabel Martinez, O.T.R.
Senior Occupational Therapist

THE ST. JOSEPH'S GERIATRIC DAY
PROGRAM, YONKERS, N.Y.

Catherine Elser, M.S., RN
Director

Danielle Butin, M.P.H., O.T.R.
Chief Occupational Therapist

TERENCE CARDINAL COOKE HEALTH
CARE CENTER, NEW YORK, N.Y.

Anthony Lechich, M.D.
Medical Director

Linda Medford, O.T.R./L.
Supervisor, Occupational Therapy

THE VALLEY HOSPITAL, RIGEWOOD, N.J.

Champa V. Bid, M.D.
Director of Rehabilitation Medicine

Shailesh S. Parikh, M.D.
Consulting Psychiatrist

Petra Abdoo-Winterberg, P.T.
Coordinator of Rehabilitation Medicine

Sally Gresla, O.T.R.
Manager of Occupational Therapy

Kelli Tarkowski, O.T.R.
Coordinator of Fieldwork

VILLAGE CENTER FOR CARE AIDS DAY
TREATMENT PROGRAM, NEW YORK, N.Y.

William Messina
Director

Linda Gutterman, O.T.R.
Chief Occupational Therapist

WESTCHESTER COUNTY MEDICAL CENTER,
VALHALLA, N.Y.

Mental Retardation
Institute—University Affiliated
Program

Ansley Bacon
Executive Director

William Levinson, M.D.
Medical Director

Chris Moreland, M.S., O.T.R.
Director, Occupational Therapy

Student Life

Students entering the Programs in Occupational Therapy come from diverse educational and experiential backgrounds. Some students come to the programs directly after having received a baccalaureate degree, others are making career changes, and some are returning to college after raising a family. Common factors shared by all students are the willingness to grow and learn and to direct themselves emotionally and intellectually to becoming highly qualified, competent health care professionals.

ACADEMIC, CLINICAL, AND RESEARCH FACILITIES

Classrooms and laboratories are within the three-block radius of the Medical Center complex. The primary teaching facility of the Programs in Occupational Therapy is the newly refurbished Center for Education and Research in Physical Therapy and Occupational Therapy on the 8th Floor of the Neurological Institute. The Center includes two spacious lecture/laboratory/research rooms, a faculty research laboratory, a conference room, and a student lounge, as well as administrative and faculty offices and the Office of Financial Aid. An additional Student Learning Center, available to all Health Sciences students, is a 26,000 square-foot facility that is part laboratory, part classroom, and part student union. Components include classrooms, conference and seminar rooms, a 40-workstation computer classroom and laboratory, and a comfortable lounge area with vending machines and restrooms. The Learning Center is laced with a high-speed telecommunications network and advanced audio-visual capabilities.

Students may enroll in elective courses at Columbia's Morningside

campus, an easy commute by subway, bus, or shuttle. The Morningside campus is located fifty blocks south of the Medical Center.

The New York metropolitan area is rich in clinical facilities and agencies where students are assigned for clerkships and fieldwork experiences. An unequaled variety of hospitals, rehabilitation centers, private clinics, specialty facilities, community agencies, and programs are available to provide students with supervised learning experiences. The location of the Programs in the midst of ongoing research activities fosters the development of research interests in students. Opportunities for individual and collaborative research are available.

LIBRARIES

The Augustus Long Library, occupying four floors of the Hammer Health Science Center, is one of the largest medical center libraries in the United States. It serves the needs of faculty members, students, and researchers in the various health science disciplines. With more than 400,000 volumes, the library also receives over 3,300 current journals, and has a significant rare books and special collections section. The Media Center contains approximately 3,000 programs, a variety of audio-visual playback equipment, preview rooms, and other viewing facilities. The Media Center also houses the Microcomputer Laboratory which offers a wide range of software to run on the Media Center's microcomputers. Laser printers and plotters are available. The Microcomputer Laboratory can be used by all students and faculty of Columbia University. In addition to traditional reference sources, the library offers computerized literature searching on several data-

bases, including MEDLARS. The library also provides CLIO (Columbia Libraries Information Online), a computerized catalog for all materials added to Columbia University Libraries since 1981. Directly behind the Hammer Health Sciences Center is the New York State Psychiatric Institute, which houses its own special collection.

Other Columbia libraries, located on the Morningside campus at 116th Street, are open to all students and faculty members who carry Columbia identification cards. The main collection is located in Butler Library; special and departmental collections are housed in other buildings on the Morningside campus.

ATHLETIC FACILITIES

At the Health Sciences Campus. Bard Hall Commons is the center for activities on the Health Sciences Campus. The Commons includes offices, the Main Lounge, the Solarium/Game Room and Photo Lab located on the main level of the building, the dining room and weight room on the 1b level, and the Bard Athletic Club on the 3b level.

The Bard Athletic Club encompasses a 20-yard swimming pool, three squash courts, a gymnasium, an exercise room, Nautilus and Universal exercise equipment, dumbbell sets and benches, stationary bicycles, rowing machines, lockers, showers, and saunas. The facility is accessible to persons with disabilities. There is no membership fee for Health Sciences students. Student spouse memberships, annual memberships, and daily member and guest passes are available for purchase. The club offers an extensive aerobics program.

At the Morningside Campus. The Marcellus Hartley Dodge Physical Fitness Center features two full-size gyms, two swimming pools, seventeen squash and

handball courts, fully equipped exercise and weight rooms, a judo-karate room, a fencing room, a wrestling room, an indoor track, and two saunas. Also on campus are four tennis courts and a platform tennis court.

Baker Field. Columbia's principal outdoor athletic facility, located at the northern tip of Manhattan, features a football field, soccer field, running track, seven tennis courts, and several practice fields.

OTHER STUDENT SERVICES

Students enrolled on the Health Sciences campus may join various activities sponsored by the P&S Club, such as the Bard Hall Players (a very active theatre group), coffeehouse cabarets, and moonlight cruises.

Disabled Student Service. Columbia University admits qualified students with disabilities. Campus facilities have been designed or modified to meet the needs of individuals with permanent or temporary disabling conditions. The Office of Student Affairs on the Morningside Campus coordinates services for students with disabilities in cooperation with the Programs in Occupational Therapy. The purpose is to address the individual disability needs of students while upholding academic integrity and standards of Columbia University. The contact persons are Professor Janet Falk-Kessler for the Programs in Occupational Therapy, and Dr. Lynne Bejoian on the Morningside Campus at 854-2388 or TTY 843-6794.

Shuttle Service Available to Students. A shuttle bus runs between the Health Sciences Campus, Morningside Campus, and Harlem Hospital at regular intervals during the day and evening hours at no cost to the student. In addition, the Health Sciences Security Office provides transportation to stu-

dents between the hours of 6:00 p.m. and 8:00 a.m. to adjacent residential buildings, Medical Center facilities, the George Washington Bridge Bus Terminal, and other locations within the local Medical Center vicinity.

The Medical Center Bookstore. The Bookstore is located in the new Audubon Center on Broadway between W. 165 and W. 166 Streets, across from the Health Sciences campus. Required textbooks may be purchased there as well as miscellaneous educational supplies.

All students enrolled in programs on the Health Sciences campus are also entitled to the privileges and facilities of the Morningside campus at 116th Street and Broadway.

THE HEALTH SCIENCES CAMPUS AND NEW YORK CITY

The Health Sciences campus is within easy reach of New York City's myriad attractions. Lincoln Center for the Performing Arts, the theatre district, Greenwich Village, Wall Street, a variety of museums—Metropolitan

Museum of Art, the Museum of Natural History, the Museum of Modern Art, to name a few—Fifth Avenue, Little Italy, and Chinatown are all a brief trip away by bus or subway.

Within a one-hour drive from campus are outstanding ski resorts, beaches, and camping and hiking grounds. Students may ski at Great Gorge, swim at the New Jersey Shore or Long Island's many beaches, or picnic and hike at Bear Mountain State Park.

The prospect of living in New York offers a special challenge to students. For the health professional, it has a unique patient population and the opportunity to learn about the problems of health care delivery in a variety of urban settings. As a cultural and artistic center, the city is unrivaled. Students accommodate quickly to the public transportation system and follow sensible precautions that minimize the problems of urban living. They move freely around the city to enjoy all that New York has to offer—unmatched sightseeing, wonderful entertainment, unique cultural opportunities, and unlimited educational resources.

Admission Procedure

Forms to be used in applying for admission to all programs may be obtained by writing to the Programs in Occupational Therapy, Columbia University, Neurological Institute, 8th Floor, 710 West 168th Street, New York, N.Y. 10032. The application deadline is January 31 of the academic year in which the student wishes to begin studies. The completed forms must be accompanied by the application fee (see *Registration and Expenses—Fees*). The fee is not returnable and is not credited toward tuition.

ACCEPTANCE FEE

An applicant who has been accepted must notify the Director that he or she intends to matriculate and must accompany the notification with a check or money order for \$200, payable to Columbia University, no later than two weeks after receiving notice of the acceptance. The acceptance fee is applied to the applicant's tuition upon registration in the class to which the applicant has been admitted. If the applicant does not register in that class, the acceptance fee will be retained by the University unless the University for any reason cancels the acceptance.

HEALTH EXAMINATION AND LIABILITY

The Occupational Therapy Program is a combined academic and experiential program, beginning with the first term and extending to graduation. Institutions in which field work assignments are made require a certificate of good health before they will permit students to work with patients/clients. To comply with this requirement as well as Federal and State regulations, Columbia University policy mandates that all students in the Health Sciences must

prove immunity to measles (rubeola), mumps and rubella (MMR) in order to register for classes. The only acceptable proof is a copy of the laboratory results of titers (blood tests) and clearly documented immunity to these diseases. Proof must be sent to Columbia University Student Health Services-MMR, 60 Haven Avenue, New York, NY 10032. All students are also required to have a preregistration physical examination. Forms to be used in meeting these requirements are mailed to students shortly after acceptance into the Programs.

In addition, the institutions require that all students carry professional liability insurance. The Programs in Occupational Therapy carry a group professional liability policy by which all students are covered.

INTERNATIONAL STUDENTS

The Occupational Therapy Admissions Committee is guided by an evaluation of educational credentials by the International Students and Scholars Office to determine the equivalency of an applicant's educational background in terms of admission requirements. The applicant must fulfill the usual admission requirements.

A personal interview is recommended when feasible. If the applicant does not plan to be in this country until after action has been taken on his or her application, the director will try to arrange for an interview with a therapist or physician in the home country.

All international applicants must submit scores from the Test of English as a Foreign Language (TOEFL). Applicants may be requested to undertake a course in English in this country prior to beginning the professional or post-professional program.

The staff of the International Students and Scholars Office, 524 Riverside Drive, provides advice and counseling to international students on such matters as University admissions, advanced standing, English proficiency examinations, academic placement, personal and financial problems, and regulations of the United States Immigration and Naturalization Service (visas, extensions of stay, work permission, temporary departure from the United States, transfer from Columbia to another school, termination of study). Information about the various international student clubs at Columbia and about opportunities to attend conferences, travel in the United States, and participate in community and cultural activities may be obtained from this office. Maps of New York City and discount tickets to concerts and plays are available.

NON-DEGREE STUDENTS

A student may apply to take courses in the post-professional program as a nonmatriculated (special) student. In

order to change to degree candidacy, a student needs to file an application for change of status through the Programs in Occupational Therapy. The special student admitted to degree candidacy may be awarded a maximum of 15 points for courses taken as a nonmatriculant.

COMBINED B.S./M.S. (3-2) PROGRAMS

Combined B.S./M.S. articulation programs have been developed with the Columbia University School of General Studies, Stern College (Yeshiva University), Pace University, and the College of Mount St. Vincent. These programs allow students to complete three years of undergraduate work in their own college and to combine the fourth year of Baccalaureate education with the first year in the Master of Science Degree Program at Columbia. Students from these four colleges can therefore pursue the usual six-year sequence in five years at a considerable saving of time and cost.

Registration and Expenses

REGISTRATION

Before enrolling in University courses, students attend the Orientation Session of the Programs in Occupational Therapy (location to be announced) and fill out various forms providing information required for University records.

All students are asked to give their Social Security number when registering in the University. International students should consult the of International Students and Scholars Office, 524 Riverside Drive, for further information. Other students who do not have a Social Security number should obtain it from their local Social Security office well in advance of registration.

Students who are not citizens of the United States and who need authorization for special billing of tuition and/or fees to foreign institutions, agencies, or sponsors should go to the ISSO with two copies of the sponsorship letter. Special billing authorization is required of students whose invoices are to be sent to a third party for payment.

English Language Placement Test

Students whose first language is not English must take the English Language Placement Test before they register for courses. Performance on this examination determines whether or not further training in the language is needed. Students who do not meet the standards of the University may be required to follow a program of English before beginning professional courses or, if time permits, in conjunction with professional courses. No point credit is given for these courses, and their addition to the program of study lengthens the time necessary to earn the degree.

An appointment to take this test may be made in person at the Office of the American Language Program, 505 Lewisohn, on the main campus at 116th Street and Broadway. To obtain the test results, the student should consult the adviser for the English for International Students Program, 505 Lewisohn.

Change in Programs of Study

Once registered, students may drop or add courses or change sections by filing a formal change-of-program application with the Office of Student Academic Records and Registration during the change-of-program period each term (see *Academic Calendar*). All such changes must first be approved by each student's adviser.

Students may drop courses after the change-of-program period by following the same procedure; however, for courses dropped after the last day for change of program in each term, no adjustment of tuition will be made. Autumn term courses may be dropped no later than November 17, spring courses no later than March 10. *Failure to attend classes or unofficial notification to the instructor does not constitute dropping a course and will result in a failing grade in the course.*

AUDITING COURSES

Degree candidates in good standing who are enrolled for a full-time program in the current term may audit one or two courses (except during the Summer Session) in any division of the University without charge by filing a formal application in the Office of Student Academic Records and Registration (Black Building, Room 141) during the change-of-program period. Applications require (a) the certifica-

tion of the Office that the student is eligible to audit and (b) the approval of the dean of the school in which the courses are offered.

Elementary language courses, laboratory courses, studio courses, applied music courses, and seminars are not open to auditors; other courses may be closed because of space limitations. In no case will an audited course appear on a student's record, nor is it possible to turn an audited course into a credit course by paying the fee after the fact. Courses previously taken for credit may not be audited.

GRADES AND CREDIT

The student's performance in a course is reported according to the following grades: A=4.00; A-=3.67; B+=3.33; B=3.00; B-=2.67; C+=2.33; C=2.00; C-/F=0. A through C (but not C-) are passing grades counting for credit toward the degree and accepted as the basis for advancement to a higher course. The grades of P and R are not included. A student who receives a grade of F in a required course must repeat that course and may do so only one time. A minimum grade of B or better must be earned in the repeated course in order to be permitted to advance to the next level of professional courses or fieldwork.

The mark of INC (incomplete) is given only to a student who requests it from the instructor in writing and who has satisfactorily met all the requirements of a course but who has been compelled for reasons beyond his or her control to postpone certain assigned papers or reports. The outstanding work must be completed prior to the onset of the next semester or before being permitted to advance to Level II fieldwork.

The mark of P (passed) is given for Level II fieldwork education. A limited number of other courses are also offered for P/F grades.

The mark of R (registered for the course; no qualitative grade assigned) is given only to those students who indicate, when they register, their intention to take an elective course for R credit or who file notice of change of intention with the Office of Student Academic Records and Registration no later than the last day for change of program. If a student registers for R credit, he or she is not required to take examinations, write papers, or otherwise do the required work of the course. Students may elect R credit only for courses in excess of degree requirements. It should be understood that degree credit for such courses will not be awarded and that courses taken for R credit may not be repeated for examination credit.

Academic Standards for Occupational Therapy

ENTRY-LEVEL STUDENTS

Full-time students can expect to complete the program in twenty-four calendar months and part-time students in thirty-six months. All students must complete at least one fourth (15 points) of the program in an academic year in order to maintain satisfactory progress. In instances where a student may withdraw from the program, be granted a leave of absence, or interrupt the program of study because of mitigating circumstances, a determination of satisfactory progress will be subject to faculty review. Transcripts of students' records are issued at the end of each term, and the academic performance of each student is reviewed by faculty. In order to continue in good standing, whether enrolled full or part time, students must maintain an average term grade of B- (2.67 points). Students who fall below the average will be placed on academic probation. To continue in the program the student must restore his or her cumulative

average to B- by the end of the following term.

A student failing more than one course throughout the student's tenure in the Occupational Therapy Program may not continue in the program. Failure of one course results in required repetition of that course before being permitted to advance to the next level of professional coursework or fieldwork. The courses in the first semester serve as prerequisites for the second semester courses, with the exception of Internal Medicine. All courses in each subsequent semester serve as prerequisites for the next semester. A student who has failed one course will be changed to part-time status for the ensuing semesters.

Required courses may not be taken for pass/fail unless they are specifically designated, or unless individual permission is obtained from the director.

Elective courses offered by Columbia University may be taken for pass/fail or for a letter grade. The student's election of either grading option is subject to the instructor's approval. Students may transfer a maximum of 3 semester credits of elective graduate course work from another regionally accredited college or university toward satisfying their degree requirements. Courses must carry graduate credits and must be evaluated with a letter grade. Requests should be submitted in writing to the director with a university catalog that contains the course description.

ADVANCED-LEVEL STUDENTS

Full-time students can expect to complete the program in twelve calendar months. Part-time students will progress according to the individual course load per term. Term grades are issued at the end of each semester and are reviewed by faculty. In order to continue in good standing, whether enrolled full or part time, students must maintain a cumulative average of

B (3.00 points). Students who fall below this average will be placed on academic probation. To continue in the program the student must restore his or her cumulative average to B by the end of the following term. A student failing more than one course may not continue in the program. Any student enrolled full time must complete at least one-fourth (9 points) of the program in an academic year in order to maintain satisfactory progress. All part-time students must complete at least one-fifth of the program in an academic year in order to maintain satisfactory progress. Since part-time students must carry a minimum of 1 point a term on a continuous basis until all course work has been completed, the actual number of required points will be 9 a year for at least three of the five years permitted for completion of all degree requirements, including the thesis. It is the responsibility of part-time students to schedule a meeting with the director for an annual review of their progress to assure that the sequencing of courses allows them to complete the degree requirements in a logical, expedient manner. In instances where a student may withdraw from the program, be granted a leave of absence, or interrupt the program of study because of mitigating circumstances, a determination of satisfactory progress will be subject to faculty review.

Required courses may not be taken for pass/fail unless individual permission is obtained from the director.

Academic and Clinical Integrity

It is expected that a student's personal values of honesty, integrity, and responsibility will remain active while enrolled as a student and will be incorporated into his/her professional values. In the spirit of establishing a community for learning, all faculty, administrative staff, and students are expected to conduct themselves accord-

ing to specified behavioral standards when interacting with each other. These standards are based on mutual respect, a desire to maintain an atmosphere of civility, and tolerance for individuality. It is equally expected that every student will behave honorably at all times and make a conscious effort to understand and respect the values and practices of others who are different from him/herself.

Throughout the two years at Columbia University and in University-affiliated clinical settings every student is expected to carry out individual assignments as an individual, unless otherwise assigned, and to avoid the incorporation of ideas or work of others without proper attribution. All sources of ideas and direct quotations must be clearly documented. Failure to do so constitutes plagiarism, which is punishable as an academic offense and may result in dismissal from the University.

In clinical settings students are expected to carry out assigned responsibilities with discretion and integrity in relations with patients/clients and professionals and to conduct themselves in a professionally responsible manner.

FEES

The following fees are prescribed by statute and are subject to change at the discretion of the Trustees. The fees below are for the academic year 1995–1996.

University charges such as tuition, fees, and residence halls are due and payable in full, minus any authorized financial aid, approximately three weeks before the beginning of the autumn and spring terms, and at registration for the summer term. Students who do not pay the full amount of any charge when due may be assessed a late fee. Student Accounts statements and brochures describing billing and payment procedures are mailed before the beginning of each term, and thereafter,

statements with outstanding balances are mailed approximately four times during the term. Consult the Office of Student Accounts, 630 W. 168th St., Black Building, Room 1-141, for further information.

It is the policy of the University to withhold diplomas, certificates, and transcripts until all financial obligations have been met. Candidates for graduation are urged to pay their bills in full at least one month prior to graduation.

In the event a diploma, certificate, or transcript is withheld because of an unpaid bill, a student will be **required** to use a certified check, money order, or cash to release any of the aforementioned documents.

Tuition

The following charges are in effect for the 1995–1996 academic year:

For all courses, per point	\$ 564
with the proviso that each autumn and each spring term the fee for a full-time program (14 to 19 points inclusive) is	\$8,460
For each point over 19	\$ 564
For summer clinical experience	\$ 200

Tuition for courses offered by Teachers College, which is not part of the Columbia University corporation, will be charged at the per point or course rate established by that school only for students registering for less than 14 points per term.

Health Service and Hospital Insurance Fees

The following fees are in effect for the 1995–1996 academic year:

For all full-time students	
Health service fee, per year (September 1–August 31)	\$790
Hospital insurance premium, per year (September 1–August 31)	\$421

The student health service fee contributes to the cost of operating the Student Health Service. The hospital insurance fee pays the annual premium of the Associated Hospital Service of New York. Participation in these programs is compulsory for all full-time students; students who already carry comparable hospital insurance, however, may waive this fee during registration. Part-time students are encouraged to participate in the combined health plan. Upon payment of additional fees, students can acquire the student health service and hospital insurance coverage for their dependents. Students should consult the Student Health Service for further information.

The Student Health Service, which holds daily office hours, is on the street level of Bard Haven Tower 1 (60 Haven Avenue).

Application Fee

Application for admission	\$ 65
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Late Registration Fees

During late registration	\$ 50
After late registration	\$100

Withdrawal and Adjustment of Fees

With the passage of the Higher Education Amendments of 1992 (Public Law 102-325), the University is required to implement a pro rata refund policy for students who do not register, or who withdraw or otherwise fail to complete an enrollment period. Refunds are a percentage of charges (including tuition and housing) assessed the student based on the date of the student's last day of attendance (separation) as reported by the Director of the Programs. All students will be charged a withdrawal fee of \$75.00.

A refund calculation will be based on the last day of attendance; however, a

student may be charged for services (e.g. housing) utilized after the last day of attendance. These charges should not be paid with Title IV funds.

Certain fees are not refundable: Fees for services used prior to withdrawal, for materials and equipment purchased, for services that continue to be available after withdrawal, and fees paid to outside entities generally will not be refunded. Fees not subject to refund include: health service, medical insurance/Blue Cross, course-related fees (labs, etc.), international services charge, late registration fee, late payment fee, finance charges, computer fee, withdrawal fee.

Students will not be entitled to any portion of a refund until all Title IV programs are credited and all outstanding charges have been paid.

Refunds will be credited in the following order: Federal Stafford Loans, Federal Perkins Loans, other Title IV programs, non-Title IV funds, and, finally, any remaining credit balance to the student.

The refund percentage is as follows (prorated for calendars of different durations and calculated from the first week of classes).

1st week	100%
2nd week	100%
3rd week	80%
4th week	80%
5th week	70%
6th week	60%
7th week	60%
8th week	50%
9th week	40%
After 9th week	—

APPLICATION OR RENEWAL OF APPLICATION FOR A DEGREE

Degrees are awarded three times a year—in October, February, and May. A candidate for any Columbia degree (except the doctoral degree) must file an application with the Office of Stu-

dent Academic Records and Registration, 630 West 168th Street, New York, NY 10032. In the academic year, the last day to file for an October degree is August 1; for a February degree, December 1, and for a May degree, March 1. Applications received after the filing date will automatically be applied to the next conferral date.

If the student fails to earn the degree by the conferral date for which he or she made application, the student may renew the application according to the schedule noted above.

REQUEST FOR TRANSCRIPTS

The Family Education Rights and Privacy Act of 1974 as amended prohibits the release of educational records by institutions without the specific written consent of the student or alumnus. Students or alumni may request copies of their records by writing to the Office of Student Academic Records and Registration, 630 West 168th Street, New York, N.Y. 10032. *Official* copies will be sent by the University only to an official address, such as another Uni-

versity, a business firm, or government agency. However, students or alumni may request that unofficial copies of their transcripts (stamped "Student Copy") be sent directly to them.

Entering students will be charged a one-time transcript fee of \$25, which entitles them to copies of their transcripts at no additional charge. Continuing students and former students will no longer be assessed a fee when ordering transcripts. Transcript requests are processed in the order received and require five to seven working days for processing. Specific deadlines should be mentioned.

ESTIMATED EXPENSES

Estimated expenses for full-time students for 1995–1996 are outlined below. Tuition for part-time students is \$564 a point; part-time students are encouraged to participate in health and hospital plans.

The monthly living expenses represent an estimated cost of maintaining a modest but adequate standard of living during the 1995–1996 academic year.

University Expenses (Per Academic Year, September–August) (Subject to Change):

	FIRST YEAR	SECOND YEAR
Tuition: autumn and spring	\$16,920	\$16,920
Summer clinical fee	200	200
Student health fee	790	790
Blue Cross fee (if applicable)	421	421
Books and supplies	975	675
Transportation to clinical courses	415	500
Student Activity Fee	100	100
One-time transcript fee	25	—
TOTAL	\$19,846	\$19,606

Estimated Living Expenses (Per Month)

	SINGLE STUDENT		MARRIED STUDENT
	RESIDENCE HALLS	OFF-CAMPUS	
Housing/Food	\$ 900	\$1,060	\$1,480
Personal expenses	253	253	380
TOTAL	\$1,153	\$1,313	\$1,860

The University advises each student to open an account in one of the local banks as soon as he or she arrives in New York City. Since it often takes as long as three weeks for the first deposits to clear, the student should cover immediate expenses by bringing travelers' checks or a draft drawn on a local bank. Tuition and room rent may be paid by personal check.

HOUSING**Health Sciences Campus**

The Health Sciences Housing Office serves as the central assignment office for all University-owned housing on the Health Sciences campus. In addition, the division runs the day-to-day operations of the residence halls—Bard Hall and the Georgian Building—University guest accommodations, recreational/athletic facilities, and conference room scheduling for Bard Hall. The office is located in Bard Hall, 50 Haven Avenue, (212) 305-6853.

ON-CAMPUS HOUSING

Students enrolled and matriculated in an approved full-time Health Sciences academic program are eligible to apply for University housing. The University owns and operates seven residential buildings on the Health Sciences campus and, therefore, offers a wide range of housing options. These include single-room dormitory-type rooms, studios, suites, and apartments. Housing accommodations for both single and married students are available. The

housing assignment process at Columbia University–Health Sciences is a three-step process. All students newly accepted into the Programs in Occupational Therapy will be sent a housing brochure and two housing request cards/mailing labels in late April. When these cards are returned to the Housing Office it informs them that a student would like either a single or couples housing application and subsequent housing materials. In the middle of May, the Housing Application will be sent to all students requesting housing. This is Step 2. Step 3 is the Offer of University Housing. During June, July, and August, housing assignments are made. Student housing is assigned on the basis of distance from the campus, access to alternative housing or resources for commuting, date of receipt of application, and accommodation availability. First priority is given to students moving to New York from the greatest distances; second priority to those from the further sections of the metropolitan area; and third priority to those students nearer to campus.

Students who wish more information may call or visit the Housing Office, Monday–Friday, 9:00 A.M.–5:00 P.M.

GUEST ACCOMMODATIONS

The Housing Office provides guest accommodations for affiliates of the University and visitors to the campus. The guest rooms located in Bard Hall include eight single or double Ivy League Suites and the Samuel Bard

Suite. The Samuel Bard Suite is a fully furnished guest apartment with living room, bedroom, bath, and fully equipped kitchen. Reservations can be made for overnight or extended stays by contacting the Housing Office during business hours.

PARKING

The University operates several parking garages. Students who do not live in University-owned housing and commute to the Health Sciences campus are eligible to apply for parking.

Financial Aid

The financial aid policies of the Programs in Occupational Therapy are designed to assist students to secure funds to help pay their education-related expenses. Assistance in the form of grants, loans, scholarships, and/or Federal Work-Study is provided by federal, state, University, and/or private sources.

Financial aid is based upon financial need, enrollment status, and availability of funds. This assistance is supplemental to the student's and/or family's financial resources.

Application Procedure

Upon acceptance by the Programs, students receive a detailed *Student Financial Aid Handbook* outlining the steps necessary to apply for scholarship and loan assistance.

No student will be considered for financial assistance until he or she has been accepted into the Programs.

Federal and state regulations restrict all federal aid to citizens or permanent residents of the United States. The University, therefore, requires international students applying for admission to present evidence of sufficient funds to cover all tuition, fees, books, and living expenses for their study in the Program.

TYPES OF ASSISTANCE

Scholarships

PROGRAM AWARDS

A limited number of scholarships are awarded annually from University funds to full-time students. The amounts of these scholarships vary from year to year, depending upon the availability of funding and student need. Applicants do not apply for these

awards directly, but follow the procedures detailed in the Financial Aid Policy Statement.

In addition, *The Alumni Committee of the Programs in Occupational Therapy, Columbia University* makes the following annual awards to incoming entry-level students who meet eligibility requirements:

<i>Tuition Scholarships</i>	Ranging from \$1,000 to 5,000
<i>Franciscus Fund Awards</i>	\$1,000 each (\$500 scholarship and \$500 interest-free loan).
<i>Life Experience Awards</i>	Ranging from \$250 to \$1,000 for incoming students age 35 and over
<i>Part-time Incentive Awards</i>	\$500 for incoming part-time students, based upon academic achievement.

Franciscus Fund Awards are also available to currently enrolled second-year full-time students.

RESTRICTED COLUMBIA SCHOLARSHIPS

Several scholarships from the University are available only to full-time students who meet specific criteria including documented financial need. Students meeting award requirements should contact the Office of Financial Aid.

Roberts-Chamberlain Scholarship Awards. Applicants must have been born in the state of Iowa, must have graduated from a college or university of Iowa, and should have the intention of returning to Iowa for two years upon completion of studies.

George W. Ellis Fellowship. Applicants must be residents of the state of Vermont, or must have graduated from a college or university in the state of Vermont.

Ford Motor Company/US EEOC Fellowships. Applicants must be a member of a minority group or a woman; must be a certified Ford Motor Company employee or the spouse or child of a Ford employee.

Letta Stetter Hollingworth Fellowships. Applicants must be women graduates of the University of Nebraska, nominated by the faculty of that University with preference given to Nebraskans.

Paul Nichoplas Scholarship Fund. Applicants must be male students of Greek extraction or male students born in Greece and graduated from any Greek college or university.

Clifford and Siegfried Upton Scholarships. Applicants must be children of employees of D.C. Heath and Company, Lexington, MA.

Vladimir and Olga Poder Fund. Applicants must speak Estonian.

Westmoreland Davis Memorial Foundation Fellowships. Applicants must be students from Virginia.

STATE AWARDS

Students are expected to determine the availability of scholarship assistance from the states in which they reside and to make application for such funds when appropriate. In New York State, the Tuition Assistance Program (TAP) is a resource available to legal residents who are enrolled on a full-time basis. The amount of the award is based on the net taxable balance of the student's income and the income of those responsible for his/her support, as reported on the New York State

income tax return for the previous calendar year. Additional information and an application may be obtained by writing to New York State Higher Education Services Corporation, Division of Awards and Loan Services, 99 Washington Avenue, Albany, N.Y. 12255.

Educational Loan Programs

Loans available to graduate students are provided by various sources, including the federal and state governments, the University, and private agencies. Students who are citizens of the United States or persons with permanent resident or refugee status are eligible to apply for aid through any of these agencies. International students in the United States may be eligible for non-federal external loans from private agencies if the student has a creditworthy co-borrower who is a United States citizen, living in the United States.

THE FEDERAL STAFFORD LOAN PROGRAM

The primary purpose of the Federal Stafford Student Loan Program is to make low-interest loans available to students with financial need to help them meet their educational expenses. Two kinds of loans are available under the Federal Stafford Loan Program—**subsidized** and **unsubsidized**. The **subsidized Stafford** is based on financial need; the annual limit for graduate students is \$8,500. The **unsubsidized Stafford** is based on the cost of education less any other financial aid a student receives up to a maximum of \$18,500 annually. Students must first be considered for the subsidized loan before eligibility for the unsubsidized loan may be determined.

The federal government pays the interest on the **subsidized** loan while the student is in school at least half-time. Students who have **non-subsidized** loans are responsible for the interest during in-school periods. The

option of paying the interest while in school or having the interest added to the principal balance of the loan is available.

The Higher Education Amendments of 1992 made conforming changes in interest rates and the formulae used to calculate the interest rates for the Stafford Loan Program. The changes became effective for loans first *disbursed* on or after July 1, 1994 for periods of enrollment that either include that date or begin after that date. The new variable rate provisions on subsidized and unsubsidized Federal Stafford loans will apply to *all borrowers* whether or not the borrower has an outstanding balance under the Federal Stafford Loan Program. The interest rate will be set each June—not to exceed 8.25 percent. The rate in effect for 1995–96 is 8.25%. Borrowers of Federal Stafford loans issued prior to the enactment of the Higher Education Amendments of 1992 will continue to pay interest at the same rate indicated in their promissory notes for loans issued before July 1, 1994.

Applications for Federal Stafford loans may be obtained through commercial or savings banks, credit unions, savings and loan associations, or other participating lenders in students' home states. These loans are insured by the federal government or state or private agencies.

FEDERAL SUPPLEMENTAL LOAN PROGRAM (SLS)

This Federal loan program was in effect until June 30, 1994. As of July 1, 1994, the loan program was replaced by the unsubsidized Federal Stafford Loan Program.

FEDERAL PERKINS LOAN

The Federal Perkins Loan is a federally supported, low-interest education loan administered by Columbia University. Priority for the Federal Perkins Loan

must be given to students with exceptional need. The current fixed interest rate, payable during the repayment period, is 5 percent. Repayment begins nine months after a student ceases to be enrolled at least half-time. The repayment period may extend up to ten years.

Alternative Loan Programs

Several alternative loan programs have been established to assist families in paying education expenses if additional funds are needed. Information regarding alternative loans is available in the Office of Financial Aid as well as from private lenders.

OTHER SOURCES OF AID

Service Scholarships

Because there is presently a great need for licensed therapists, health care facilities throughout the country are offering scholarships to full-time students enrolled in occupational therapy degree programs in exchange for service upon graduation. Usually, students are selected on the basis of academic merit, prior work/volunteer experience in the field, and a personal interview. Below are several of the service scholarships presently available for incoming students. A more complete listing is available for review in the Office of Financial Aid.

The Department of Veterans Affairs offers Health Professional Scholarships to incoming and first-year occupational therapy students in the *entry-level master's program* and to advanced master's students specializing in gerontology, mental health, rehabilitation, physical dysfunction, independent living, hand management, or clinical education. The award consists of payment of full tuition and fees, a \$760 monthly stipend, and annual reimbursement of reasonable education expenses. Appli-

cants must be U.S. citizens accepted for enrollment or enrolled on a *full-time* basis in a program of study accredited by the American Occupational Therapy Association. The recipients must agree to a two-year service obligation in a Veterans Administration medical center whether one or two years of scholarship has been received. Applications will be available in late March. Deadline: The last Tuesday in May. For more information and an application, write to: Health Professionals Educational Assistance Program (143B), Department of Veterans Affairs, 810 Vermont Avenue, N.W., Washington, DC 20420.

The New York City Board Of Education Scholarship Program offers full-tuition scholarships to presently enrolled entry-level occupational therapy students as well as to students accepted for enrollment in exchange for one year of service for each year of scholarship received. Upon employment, the recipient's salary will be at the rate then in effect for all entry-level therapists. The scholarships are competitive, based on academic performance, work/volunteer experience, and a personal interview. More information may be obtained from the Office of Related and Contractual Services, New York City Board of Education, 110 Livingston Street, Room 436, Brooklyn, N.Y. 11201. The deadline for receipt of applications is usually in May.

Staten Island University Hospital offers \$10,000 scholarships to incoming Columbia University occupational therapy students for each of the two years the students are enrolled in the University's Occupational Therapy Program. In exchange for the award, students must agree to work 18 months at the facility for each year of scholarship received at the rate of pay in effect upon graduation for entry-level therapists. Additional information

may be requested from the Office of Financial Aid after students have been accepted into the Program.

External Scholarships and Loans

The following organizations offer additional professional opportunity scholarships to occupational therapy students and are available by direct application to the agencies concerned.

The National Association of Business Clubs, P.O. Box 5127, High Point, NC 27262. Awards are made to students training in various fields of corrective therapy including occupational therapy. Deadline: April 15 prior to enrollment.

The Schechter Foundation, c/o Paco Pharmaceutical Services, Inc., 535 Madison Avenue, New York, NY 10022. Scholarship awards. Apply April-June prior to enrollment.

American Occupational Therapy Foundation, Scholarship Selection Panel, 1383 Piccard Drive, Rockville, MD 20850-4375. Various scholarships for both entry-level and post-professional master's students, including the New York State Occupational Therapy award. Deadline: December 1.

Jewish Foundation for Education of Women, 330 West 58th Street, New York, NY 10019. Scholarships and/or loans. Deadline: January 31.

Leopold Schepp Foundation, 551 Fifth Avenue, Suite 2525, New York, NY 10176. Scholarship awards. Deadline: December 31.

The Roothbert Fund, Inc., 475 Riverside Drive, Room 252, New York, NY 10115, Attention: The Secretary. Scholarship awards. Deadline: March 1.

Hattie M. Strong Foundation, Inc., 1625 Eye Street, NW, Suite 705, Washington, DC 20006. Interest-free loans for students in their final year of study. Deadline: March 31.

American Mensa Education and Research Foundation, 231 Herweck Drive, #210, San Antonio, TX 78213. Attention: Patricia L. Merk, Scholarship Chair. Scholarship awards. Deadline: January 31.

Career Advancement/Clairol Loving Care Scholarships (for women over 30), The Business and Professional Women's Foundation, 2012 Massachusetts Avenue, N.W., Washington, DC 20036. Scholarship awards. Deadline: April 15.

The Bill Raskob Foundation, Inc., P.O. Box 4019, Wilmington, DE 19807. Interest-free loans. Deadline: May 1.

Orville Redenbacher's Second Start Scholarship Program, P.O. Box 39101, Chicago, IL 60639. Thirty \$1,000 scholarships are available to full-time or part-time students, 30 years or older at the time of application. Deadline: May 2.

International Order of the King's Daughters and Sons, Mrs. Merle Raber, Health Careers Director, 6024 East Chicago Road, Jonesville, MI 49250. Scholarship awards. Deadline: April 1.

National Hispanic Scholarship Fund, P.O. Box 748, San Francisco, CA 94101. Scholarship awards. Deadline: September.

National Society Daughters of the American Revolution, Mrs. Rudolph J. Seifert, DAR Scholarship Committee, 4692 Cypress Drive, Brunswick, OH 44212. Scholarship awards. Deadline: September 1.

Japanese American Citizens League, National Scholarship, 1765 Sutter Street, San Francisco, CA 94115. Scholarship awards. Deadline: April 1.

Civitan International Foundation, P.O. Box 130744, Birmingham, AL 35213-0744. Scholarship awards. Deadline: March 1.

General Foundation of Women's Clubs. Contact the Women's Club in your community.

After applying for admission, applicants are encouraged to apply to the organizations listed above, as well as to other private foundations known personally to the student. In this way, the applicant may not miss application deadlines, since many of these organizations require verification of acceptance/enrollment before consideration is given to a student's financial aid request. For additional sources, consult The Foundation Center Library, 79 Fifth Avenue, New York, New York 10003.

Tax Withholding for Nonresident Alien Scholarship and Fellowship Recipients

United States tax law requires the University to withhold tax at the rate of 14 percent on scholarship and fellowship grants paid to nonresident aliens that exceed the cost of tuition, books, fees and related classroom expenses.

Certain countries have entered into tax treaties with the United States, which may serve to reduce this rate of withholding. However, even when such a treaty applies, the student and the University must report the full amount of such excess to the Internal Revenue Service. If a student claims tax treaty benefits, he or she must also report this amount to his or her country of residence.

The International Students and Scholars Office (524 Riverside Drive;

telephone 212-854-3591) has prepared a packet of tax information, which is available to students and is revised annually. The tax law is complex and may vary with regard to individual circumstances. Therefore, as the University is not in a position to offer individual tax advice, each student may also wish to consult the consulate of his or her country of residence or a qualified tax professional.

Federal College Work-Study

The Federal College Work-Study program provides an opportunity for full-time students to earn a part of the cost of their educational expenses. Funds provided to the University by the federal government subsidize a portion of the wages paid to the students.

Students interested in Federal College Work-Study opportunities during the academic year should contact the Office of Financial Aid upon arrival on campus in September. Entering students may also apply for work-study during the summer preceding enrollment. Eligibility is based on financial need as determined by Federal methodology.

summer may apply to the Office of Career Services, East Campus (on the Morningside campus) or contact the Office of Financial Aid.

Spouses of Students

Spouses of students may register with the Center for Career Services for term-time work. Those who are interested in full-time jobs at the University should contact the Human Resources Office, Black Building, Room 112, on the Health Sciences Campus or 209 Dodge on the Morningside Campus. Most of these jobs are administrative in nature, and they usually require word processing and/or other computer skills. Regular full-time employees are eligible for a limited number of points of tuition exemption provided they meet the stated requirements of the Supporting Staff Plan (a copy of which may be obtained from the Human Resources Office), as well as the admission requirements of the school or division in which they wish to enroll.

STUDENT EMPLOYMENT

A student interested in earning part of his or her expenses by working part time in a non-work-study position either during the academic year or the

Official Regulations

RESERVATION OF UNIVERSITY RIGHTS

This bulletin is intended for the guidance of persons applying for or considering application for admission to Columbia University and for the guidance of Columbia students and faculty. The bulletin sets forth in general the manner in which the University intends to proceed with respect to the matters set forth herein, but the University reserves the right to depart without notice from the terms of this bulletin. The bulletin is not intended to be and should not be regarded as a contract between the University and any student or other person.

UNIVERSITY REGULATIONS

According to University regulations, each person whose registration has been completed will be considered a student of the University during the term for which he or she is registered unless the student's connection with the University is officially severed by withdrawal or otherwise. No student registered in any school or college of the University shall at the same time be registered in any other school or college, either of Columbia University or of any other institution, without the specific authorization of the associate dean or director of the school or college of the University in which the student is first registered.

The privileges of the University are not available to any student until he or she has completed registration. Since, under the University statutes, payment of fees is part of registration, no student's registration is complete until the fees have been paid. A student who is not officially registered for a University course may not attend the course unless granted auditing privileges. No

student may register after the stated period unless he or she obtains written consent of the appropriate dean or director.

The University reserves the right to withhold the privilege of registration or any other University privileges from any person with unpaid indebtedness to the University.

Attendance and Length of Residence

No degree will be granted to a student who has not registered for and attended the University courses of instruction equivalent to at least one academic year of full-time work.

Students are held accountable for absences incurred owing to late enrollment and are expected to attend punctually each class or laboratory exercise in each course. For credit toward the degree, regular attendance is required in addition to the proficiency attested by classwork and examination.

Religious Holidays

It is the policy of the University to respect its members' religious beliefs. In compliance with New York State law, each student who is absent from school because of his or her religious beliefs will be given an equivalent opportunity to register for classes or make up any examination, study, or work requirements that he or she may have missed because of such absence on any particular day or days. No student will be penalized for absence due to religious beliefs and alternative means will be sought for satisfying the academic requirements involved.

Officers of administration and of instruction responsible for scheduling of academic activities or essential services are expected to avoid conflict with religious holidays as much as pos-

sible. If a suitable arrangement cannot be worked out between the student and the instructor involved, they should consult the appropriate dean or director. If an additional appeal is needed, it may be taken to the Provost.

ACADEMIC DISCIPLINE

The continuance of each student upon the rolls of the University, the receipt of academic credits, graduation, and the conferring of any degree or the granting of any certificate are strictly subject to the disciplinary powers of the University.

RULES OF UNIVERSITY CONDUCT

The Rules of University Conduct (Chapter XLI of the Statutes of the University) provide special disciplinary rules applicable to demonstrations, rallies, picketing, and the circulation of petitions. These rules are designed to protect the rights of free expression through peaceful demonstration while at the same time ensuring the proper functioning of the University and the protection of the rights of those who may be affected by such demonstrations.

The Rules of University Conduct are University-wide and supersede all other rules of any school or division. Minor violations of the Rules of Conduct are referred to the normal disciplinary procedures of each school or division ("Dean's discipline"). A student who is charged with a serious violation of the Rules has the option of choosing Dean's discipline or a more formal hearing procedure provided in the Rules.

All University faculty, students, and staff are responsible for compliance with the Rules of University Conduct. Copies of the full text are available at the Office of the University Senate, 406 Low Memorial Library, at the Office of Academic Records and Regis-

tration, 208 Philosophy, and at the Office of Student Activities, 206 Ferris Booth.

POLICY STATEMENT ON DISCRIMINATION AND HARASSMENT

The following statement was adopted by the University Senate on April 27, 1990.

As a great center of learning, Columbia University prides itself on being a community committed to free and open discourse, and to tolerance of differing views. We take pride, too, in preparing the leaders of our society and exemplifying the values we hope they will uphold. These commitments are subverted by intolerance, bigotry, and harassment. Even in recent history, we must recognize, race, ethnicity, religion, gender, sexual orientation, disability, and other irrelevancies have all occasioned attacks by the ignorant, the foolish, the sick, the evil. Instead of enjoying our differences and the richness they bring to our shared lives, some have chosen to make those differences the targets of anger and hate. As a community, we are committed to the principle that individuals are to be treated as human beings rather than dehumanized by treatment as members of a category that represents only one aspect of their identity.

This University resolutely condemns conduct that makes such targets of our differences. The free exchange of ideas central to the University can take place only in an environment that is based on equal opportunity for admission to academic and other programs and to employment, and on freedom from behavior that stigmatizes or victimizes others. All decisions concerning an individual's admission to or participation in any University program must be based on that individual's qualifications, free of stigmatizing consideration of race, color, national or ethnic

origin, religion, disability, gender, sexual orientation, marital status, age, citizenship status, or Vietnam Era or disabled veteran status. Nor will Columbia tolerate any behavior that harasses members of the community on the basis of any of these qualities. Such behavior will be regarded as a violation of the standards of conduct required of any person associated with the University and will subject the person guilty of it to the full range of internal institutional discipline, including permanent separation. While mediation and consensual resolution are of course to be encouraged, we also recognize the right of all persons who believe themselves to have been the targets of such behavior to institute a formal grievance. Coercion to require them to overlook or retract their complaints fosters discrimination and harassment and is equally intolerable in our community.

It is not enough to be prepared to respond when ugliness appears. Members of a community such as ours must work preventively as well, to ensure that all our dealings with each other are marked by decency and characterized by civility. Columbia is committed to do what it can to engender mutual respect, understanding, and empathy. The University acknowledges a special responsibility to develop sensitivity to the concerns of those among us most vulnerable to discrimination and harassment.

Columbia devotes its resources to these commitments in many ways. Particularly noteworthy are the President's Committee for the Promotion of Mutual Understanding and Civility, charged with building a tolerant and vibrantly diverse community among us, the Ombuds Office, a confidential place for discussing concerns and evaluating possible response, and the Office of Equal Opportunity and Affirmative Action, responsible for coordinating the University's resources for responding to incidents of alleged dis-

crimination or harassment. Ms. Beth Wilson is the Assistant Provost for Equal Opportunity and Affirmative Action, which is located in 402 Low Memorial Library. The telephone number of this office is (212)854-5511.

STATEMENT OF NONDISCRIMINATORY POLICIES

The University is publishing the following statements in accordance with certain Federal, State, and local statutes and administrative regulations:

Consistent with the requirements of Title IX of the Education Amendments of 1972, as amended, and regulations thereunder, the University does not discriminate on the basis of sex in the conduct or operation of its education programs or activities (including employment therein and admission thereto). Inquiries concerning the application of Title IX may be referred to Ms. Beth Wilson, Assistant Provost for Equal Opportunity and Affirmative Action (402 Low Memorial Library, New York, N.Y. 10027, telephone 212-854-5511), or to the Director, Office for Civil Rights (Region II), 26 Federal Plaza, New York, N.Y. 10278.

Columbia University admits students of any race, color, national and ethnic origin, and age to all the rights, privileges, programs, and activities generally accorded or made available to students at the University. It does not discriminate against any person on the basis of race, color, national and ethnic origin, or age in administration of its educational policies, admissions policies, scholarship and loan programs, and athletic and other University-administered programs.

Title VI of the Civil Rights Act of 1964, as amended, prohibits discrimination against any person on the basis of race, color, or national origin in programs or activities receiving Federal financial assistance. Title VII of the

Civil Rights Act of 1964, as amended, prohibits employment discrimination against any person because of race, color, religion, sex, or national origin. Executive Order 11246, as amended, prohibits discrimination in employment because of race, color, religion, sex, or national origin and requires affirmative action to ensure equality of opportunity in all aspects of employment. In addition, the New York Human Rights Law, Article 15, Executive Law Section 296 prohibits discrimination against any person in employment because of age, race, creed, color, national origin, disability, sex, marital status, and certain criminal offenses.

Consistent with the requirements of Section 504 of the Rehabilitation Act of 1973, as amended, and regulations thereunder, the University does not discriminate against any person on the basis of disability in admission or access to, or employment in, its programs and activities. Section 503 of the Rehabilitation Act of 1973, as amended, requires affirmative action to employ and advance in employment qualified workers with disabilities. The Americans with Disabilities Act of 1990 also prohibits employment discrimination against a qualified person with a disability, and requires the University to provide qualified applicants and employees with reasonable accommodations that do not impose undue hardship.

The Equal Pay Act of 1963 prohibits discrimination on the basis of sex in rates of pay. The Age Discrimination in Employment Act of 1967, as amended, prohibits discrimination in employment on the basis of age. The Age Discrimination Act of 1975 prohibits discrimination on the basis of age in programs and activities receiving Federal financial assistance.

Section 313 of the New York Education Law, as amended, prohibits educational institutions from discriminating against persons seeking admis-

sion as students to any institution, program, or course because of race, religion, creed, sex, color, marital status, age, or national origin. The New York City Human Rights Law, Title 8, Section 8-107, makes it an unlawful discriminatory practice for an employer to discriminate against any person because of their age, race, creed, color, national origin, gender, disability, marital status, sexual orientation, or alienage or citizenship status. It also prohibits educational institutions from discriminating against persons in any of the above categories in the provision of certain accommodations, advantages, facilities, or privileges.

On December 1, 1978, the Columbia University Senate passed a resolution announcing its general educational policy on discrimination which reaffirms the University's commitment to nondiscriminatory policies and practices in the categories of race, color, sex, religion, national and ethnic origin, age, and handicap, as well as its policy not to discriminate on the basis of sexual orientation. The Senate reaffirmed this policy on April 27, 1990, adding the categories of marital status, alienage and citizenship, and condemning harassment on the basis of any of the above-mentioned categories.

The Vietnam Era Veterans' Readjustment Assistance Act of 1974, as amended, (38 U.S.C. 4212), prohibits job discrimination and requires affirmative action to employ and advance in employment qualified special disabled veterans and veterans of the Vietnam era.

All employees, students, and applicants are protected from coercion, intimidation, interference, or retaliation for filing a complaint or assisting in an investigation under any of the foregoing policies and laws.

The University's Office of Equal Opportunity and Affirmative Action has been designated to coordinate the University's compliance activities under each of the programs referred to

above. Any employee who believes that he or she has been denied equal opportunity should contact this Office, which will informally investigate complaints and offer advice and counsel on questions relating to equal opportunity and affirmative action, including information about applicable formal grievance procedures and agencies where complaints may be filed.

DISCRIMINATION GRIEVANCE PROCEDURE

The University's Discrimination Grievance Procedure is available to enrolled students who feel that they have been the victims of sexual harassment or discrimination on the basis of race, religion, national or ethnic origin, sex, sexual orientation, marital status, age, handicap, or Vietnam Era or qualified special disabled veteran status. A copy of the Procedure is available in the Office of Equal Opportunity and Affirmative Action, 402 Low Memorial Library (212-854-5511).

A Complaint under this Procedure is initiated through completion of a Discrimination Complaint Form, also available in the Equal Opportunity Office. Staff in that Office will assist in completing the Form and are also available for confidential counseling and informal investigation of discrimination claims.

COLUMBIA UNIVERSITY OMBUDS OFFICE

The Ombuds Officer is a neutral complaint-handler who seeks fair and equitable solutions to problems. The Ombuds Office serves the entire Columbia University community. In considering any given instance or concern, the rights of all parties that may be involved, along with the welfare of the University, are taken into account.

The Ombuds Office is a safe and confidential place to voice concerns. No formal permanent records of indi-

vidual records are kept, except anonymous aggregate statistical data on the categories of complaints or inquiries. The Ombuds Officer will not report the names of callers or visitors or the specific content of problems reported unless permission is granted, or in the very rare instance in which there is a reasonable cause to believe that the safety of the caller or others may be endangered.

Except in emergencies, the Ombuds Officer does not take action or investigate an issue without the permission of the person who introduced the information to the Ombuds Office. The Ombuds Officer will listen, offer information about Columbia University policies and procedures, present a range of options for resolving a problem, or help find ways to convey information while maintaining the confidentiality of the source.

The Ombuds Officer may conduct an informal, impartial investigation or facilitate a resolution upon request. However, the Ombuds Officer has no power to establish, change, or set aside any University rules or policies. However, the Ombuds Officer is a resource for administrators and, when appropriate, may make recommendations or propose general changes in existing practices to correct problem areas or stimulate discussion of issues affecting the University community.

The Ombuds Office supplements, but does not replace, the existing resources for conflict resolution and fair practice available at Columbia University. The Ombuds Office is independent of existing administrative structures and reports directly to the President of the University.

For further information, contact Marsha Wagner, Ombuds Officer, or Lise Afoy-Campbell, Administrative Assistant, in 659 Schermerhorn Extension; (212) 854-1234; e-mail ombuds@columbia.edu; fax (212) 932-3712.

Campus Safety and Security

Located in New York City, Columbia University offers the advantages and disadvantages of life in a major metropolitan area, and Columbia has made the safety and well-being of members of its community a top priority. Cooperation with security programs will promote safety on University property. Off campus, care and alertness are required as students, faculty, and staff explore the city's many riches and attractions.

The Columbia University Security Department provides 24-hour security for undergraduate residence halls through security officers and specially trained student attendants. Access to residence halls is controlled by an on-line system linked to student IDs. Security measures vary at graduate dormitories and University-owned apartment buildings. Escort services are available during nighttime hours.

Sound crime prevention techniques are required as students, faculty, and staff navigate the city on foot, on public transportation, or via privately owned transportation. Such techniques also are necessary to safeguard property. The Security Department's manager of investigations follows up on all crime reports and, when appropriate, makes referrals to local police precincts.

The Security Department compiles statistics annually on campus crimes that are reported. The statistics for

crimes reported on the Health Sciences campus in 1993: 0 murders, 6 robberies, 4 aggravated assaults, 23 burglaries, 0 motor vehicle thefts, and 0 forcible and non-forcible sex offenses. The 1993 statistics for the Morning-side campus: 0 murders, 5 robberies, 10 aggravated assaults, 87 burglaries, 0 motor vehicle thefts, and 0 forcible and non-forcible sex offenses. In University-owned apartments, there were 0 murders, 26 robberies, 3 aggravated assaults, 52 burglaries, 1 motor vehicle theft, 1 forcible rape, and 0 other forcible and non-forcible sex offenses. No crimes were reported at Baker Field in 1993.

Sexual assault of any type is unacceptable, especially within the University environment, and Columbia University strongly supports all efforts to eliminate its occurrence and discipline offenders. The Student Right-to-Know and Campus Security Act of 1990 was amended to require all colleges and universities to develop and distribute programs, policies, and procedures about rape and other sex offenses, both forcible and non-forcible.

This material summarizes Columbia's annual campus security report. A copy of the full report, "Columbia University Campus Safety and Security," is available on request from the Office of Admissions.

Protection Against Sexual Harassment

POLICY STATEMENT ON SEXUAL HARASSMENT

Federal Law [Title VII of the Civil Rights Act of 1964] provides that it shall be unlawful discriminatory practice for any employer, because of the sex of any person, to discharge without just cause, to refuse to hire, or otherwise to discriminate against that person with respect to any matter directly or indirectly related to employment. Harassment of any employee on the basis of sex violates this federal law.

To help clarify what is unlawful sexual harassment the Federal Equal Employment Opportunity Commission has issued Guidelines on the subject. While the EEOC Guidelines apply only to faculty and other employees, the University prohibits sexual harassment of any member of the Columbia community, whether such harassment is aimed at students, faculty, or other employees, and violators will be subject to disciplinary action. Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature will constitute sexual harassment when:

1. submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment;
2. submission to or rejection of such conduct by an individual is used as the basis for academic or employment decisions affecting that individual; or,
3. such conduct has the purpose or effect of unreasonably interfering with an individual's academic or work performance or creating an intimidating, hostile, or offensive academic or working environment.

Any person who believes that he or she is being sexually harassed should seek a resolution of the problem through discussion with the person directly concerned. If this does not resolve the matter, or if there is a reluctance to deal directly with the person involved, the problem should then be brought to the attention of a member of the University Panel on Sexual Harassment. A list of current panelists follows. Advice may also be sought from the Office of Equal Opportunity and Affirmative Action (402 Low Library; 212-854-5511). If these steps have not resolved the problem, the applicable University grievance procedure should be used, including the University Discrimination Grievance Procedure that is available if no other University grievance procedure is specifically applicable. No one at the University may retaliate in any way against a person who makes a claim of sexual harassment.

CHARGE OF THE UNIVERSITY PANEL ON SEXUAL HARASSMENT

The Columbia Panel on Sexual Harassment is composed of trusted, accessible, and sympathetic members of the University community who act as mediators. Their goal is the protection and counseling of any member of the University who is made to feel personally pressured or uncomfortable because of the behavior of another University member who is in a position of power. Members of the Panel provide a safe, impartial, nonadversarial setting in which the problem can be considered or solved, through confidential counseling and, when requested, mediation between the complainant and the alleged harasser. The Panel thus provides guidance and

protection for the accused as well, identifying false or mistaken accusations, misunderstandings, or unconscious behavior. Panel members finally become a link through which the University can take account of, and take appropriate action against, those on campus who are behaving illegally. The Panel on Sexual Harassment is thus a timely, protective, and compassionate arm of the University, one which not only sensitizes and educates the University community but also demonstrates the University's commitment to fair treatment of all its members.

SEXUAL HARASSMENT COMPLAINT PROCEDURES

A. Going to a Panelist

1. A complainant comes to a Panel member with a complaint, to report an incident, or to seek advice.
2. The Panel member obtains data through discussion with the complainant, but keeps no records.
3. The Panel member selects one of the counseling or mediation options suggested by his or her training.
4. If the case seems serious enough, the Panel member refers it to the Equal Opportunity/Affirmative Action Office.

B. Initiating a Formal Investigation

1. A formal investigation may be initiated in either of the following ways:
 - a. A complainant files a formal grievance under the applicable University grievance procedure. This step may be taken at any time, either with or without consulting a Panel member.
 - b. A Panel member, believing that further action in a particular case might be appropriate, with the permission of the complainant, consults

with the director of the EOAA office and the General Counsel or their designees. Consultations among the Panel member, General Counsel, and EOAA office may also occur in a case of multiple complaints.

2. All investigatory or formal actions taken will be conducted by the University and not the Panel.

PANEL MEMBERSHIP LIST

While Panelists are identified by location, school, or administrative area on this list, each of them is in fact available to any member of the Columbia community. Persons who feel uncomfortable speaking with "their" Panelist(s) are encouraged to seek out a Panelist from elsewhere at the University.

Morningside

PROFESSIONAL SCHOOLS

Mary McLeod
Graduate School of Architecture,
Planning, and Preservation
Associate Professor
306 Buell
854-8262

Ann Bartel
Graduate School of Business
Professor
710 Uris
854-4419

Stephen H. Unger
School of Engineering and Applied
Science
Professor
505 Computer Science
939-7053

Kenneth Goldstein
Graduate School of Journalism
Professor
608A Journalism
854-4718, 854-4150

William Young
School of Law
Professor
8W8 Law
854-2645

Helene Jackson
School of Social Work
Assistant Professor
 602 McVickar
 854-7393

Donna Badrig
Columbia College
Associate Dean
 213 Low Library
 854-4900

ARTS AND SCIENCES

(Columbia College, Graduate School of Arts and Sciences, School of General Studies, School of International and Public Affairs, and School of the Arts)

Padma Desai
Department of Economics
Professor
 1015 International Affairs
 854-2266

Kathy Eden
Department of English and Comparative Literature
Professor
 401A Philosophy
 854-6432

Larry Engel
School of the Arts
Professor of Film
 513 Dodge
 854-1681

Eric Foner
Department of History
DeWitt Clinton Professor of History
 620 Fayerweather, Box 16
 854-5253

David Helfand
Department of Physics
Professor of Astronomy
 1216 Pupin, Box 33
 854-2150

Martha Howell
Department of History
Professor
 612 Fayerweather, Box 22
 854-7404

CENTRAL ADMINISTRATION

Joan Turner
School of International and Public Affairs
Associate Dean
 1415 International Affairs
 854-2598

UNIVERSITY LIBRARIES

Angela Giral
Avery Library
Director
 854-3068

Lamont-Doherty Earth Observatory

Constance Sancetta
Senior Research Scientist
 204 New Core Lab
 Palisades, NY 10964
 914-365-8412

Nevis Laboratories

Michael Shaevitz
Professor of Physics
 914-591-8100, Ext. 247

Health Sciences

Jeanette Coy
Harlem Hospital Center
Administrator for Professional Services
 Obstetrics and Gynecology
 811 Milk Pavilion
 506 Lenox Avenue
 939-4341

Marion Greenup
Health Sciences Administration
Departmental Administrator
 Pediatrics
 Babies Hospital South 1-104
 630 West 168th Street
 305-7175

Rae Janet Jacobs-Cohen
School of Nursing
Assistant Professor
 617 West 168th Street
 222 Georgian Building
 305-2809

Debra Kalmuss
School of Public Health
Associate Professor
Center for Population and Family Health
60 Haven Avenue, Level B-2
304-5234

Daniel W. Morrissey
School of Public Health
Assistant Clinical Professor of Public Health
50 Haven Avenue
Bard Hall, Box 227
305-3989

Marlene Moss-Klyvert
School of Dental and Oral Surgery
Associate Professor of Clinical Dentistry
Box 20 Physicians and Surgeons
305-3573

Katherine G. Nickerson
College of Physicians and Surgeons
Assistant Clinical Professor
Atchley Pavilion 221
305-8039

Debra Wolgemuth
College of Physicians and Surgeons
Professor of Genetics
1613 Black Building
305-7900

Academic Calendar, 1995–1996

MAJOR RELIGIOUS HOLIDAYS

For a statement of University policy, see *Official Regulations*—"Religious Holidays."

The Jewish and Islamic holy days listed below begin at sundown of the preceding day. The exact dates for the Islamic holy days may vary by one or two days from the estimated dates shown.

1995–96

Rosh Hashanah

Yom Kippur

First days of Succoth

Concluding days of Succoth

Lunar New Year

Id al Fitr

First days of Passover

Good Friday

Easter

Id al Adha

Concluding days of Passover

Shavuoth

Monday, Tuesday, September 25, 26

Wednesday, October 4

Monday, Tuesday, October 9, 10

Monday, Tuesday, October 16, 17

Monday, January 22

Tuesday, February 20

Thursday, Friday, April 4, 5

Friday, April 5

Sunday, April 7

Sunday, April 28

Monday, Tuesday, April 10, 11

Wednesday, Thursday, May 24, 25

The following Academic Calendar was correct and complete as of August 1, 1995; however, the University reserves the right to revise or amend, in whole or in part, the Academic Calendar at any time.

AUTUMN TERM, 1995

September	4	Monday. Labor Day. University Holiday.
	5	Tuesday. MS I Fall Registration and Orientation. Classes begin 1 P.M. First day to change program. Late registration fee \$50 through September 16; \$100 thereafter.
	15	Friday. Last day to change programs. No adjustment of fees for individual courses dropped after this date.
October	18	Wednesday. Conferring of October degrees.
November	6	Monday. Academic Holiday.
	7	Tuesday. Election Day. Holiday.

	16	Thursday. Last day to change individual course or change to pass/fail grade.
	23-24	Thursday-Friday. Thanksgiving holidays.
December	1	Friday. Last day to file application or renewal of application for February degrees.
	11	Monday. Last day of classes.
	12-14	Tuesday-Thursday. Study days. No classes.
	15-22	Friday-Friday. Final examinations.
	23	Saturday through Sunday, January 14, 1996. Winter holidays.

SPRING TERM, 1996

January	15	Monday. Martin Luther King Jr. Day. University holiday.
	16	Tuesday. Classes begin. Late registration fee: \$50 through January 27; \$100 thereafter.
	26	Friday. Last day to change programs. No adjustment for individual courses dropped after this date.
February	1	Thursday. Last day to file May degree applications.
	14	Wednesday. Award of February degrees.
	19	Monday. President's Day. University Holiday.
March	11-15	Monday-Friday. Spring holidays.
	21	Thursday. Last day to drop individual courses or to change to pass/fail grade.
April	29	Monday. Last day of classes.
	30-May 2	Tuesday-Thursday. Study days.
May	3-10	Friday-Friday. Final examinations.
	10	Interdisciplinary Student Research Day.

COMMENCEMENT, 1996

May	15	Wednesday. Commencement. Confer- ring of degrees.
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SUMMER TERM, 1996

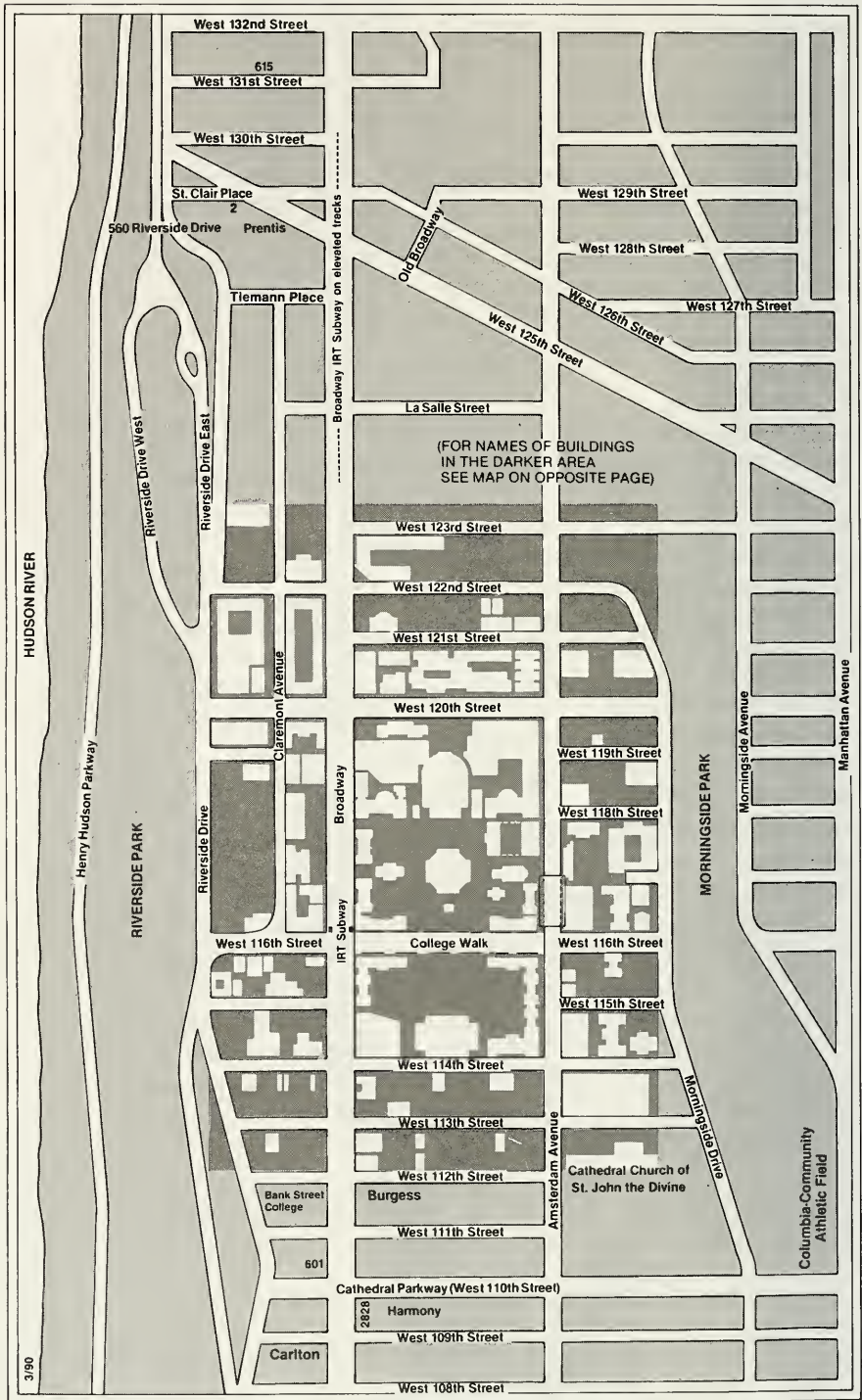
August	1	Last day to apply for October diploma.
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Points of Interest in New York City

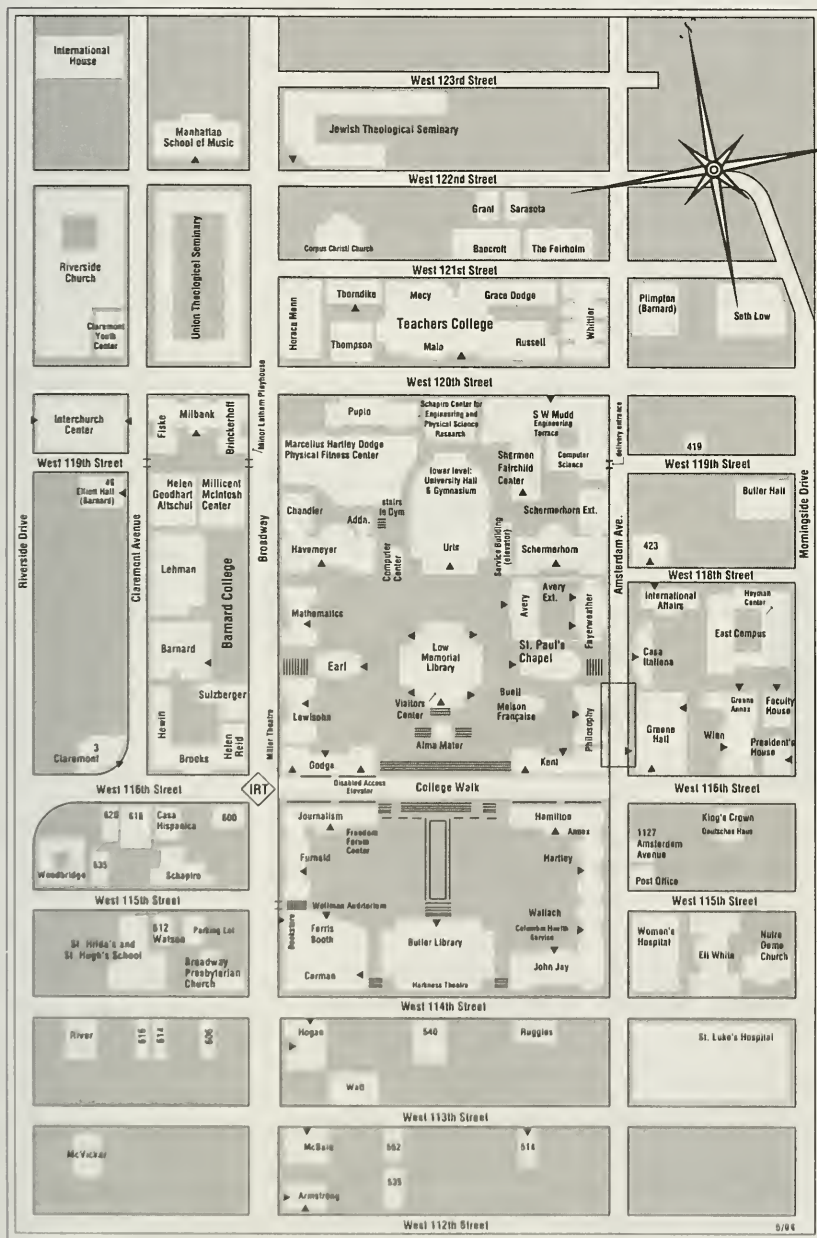
1. Baker Field
2. The Cloisters
3. Columbia-Presbyterian Medical Center
4. American Geographical Society
The Museum of the American Indian
The Hispanic Society of America
The American Numismatic Society
The Academy of Arts and Letters
5. City College of New York
6. Grant's Tomb
Riverside Park
7. Riverside Church
8. The Cathedral Church of St. John the Divine
9. Equity Library Theatre
10. Yankee Stadium
11. The Museum of the City of New York
12. The Guggenheim Museum
13. The Metropolitan Museum of Art
14. The American Museum of Natural History
Hayden Planetarium
15. The Whitney Museum
16. Gracie Mansion
17. Hunter College
18. The Frick Collection
19. Temple Emanu-El
20. Central Park Zoo
21. Lincoln Center for the Performing Arts
The Metropolitan Opera House
Avery Fisher Hall
Alice Tully Hall
New York State Theatre
Vivian Beaumont Theatre
The Juilliard School
The Library and Museum of Performing Arts
22. Carnegie Hall
23. Broadway Theatre District
24. Times Square
25. Port Authority Bus Terminal
26. Rockefeller Center
Radio City Music Hall
27. The Museum of Modern Art
28. St. Patrick's Cathedral
29. Grand Central Terminal
30. Chrysler Building
31. United Nations Headquarters
32. The New York Public Library
33. Jacob Javits Convention Center
34. Madison Square Garden
Pennsylvania Station
35. Pierpont Morgan Library
36. Empire State Building
37. St. Mark's Church
38. Washington Square Park
Greenwich Village
39. New York University
40. Lower East Side
41. Chinatown
42. Little Italy
43. Centre Street
Courthouse District
44. City Hall
45. Trinity Church
46. Wall Street
Stock Exchange
47. World Trade Center
48. Fraunces Tavern
49. Statue of Liberty
50. Staten Island Ferry
51. South Street Seaport

The Morningside Heights Area of New York City



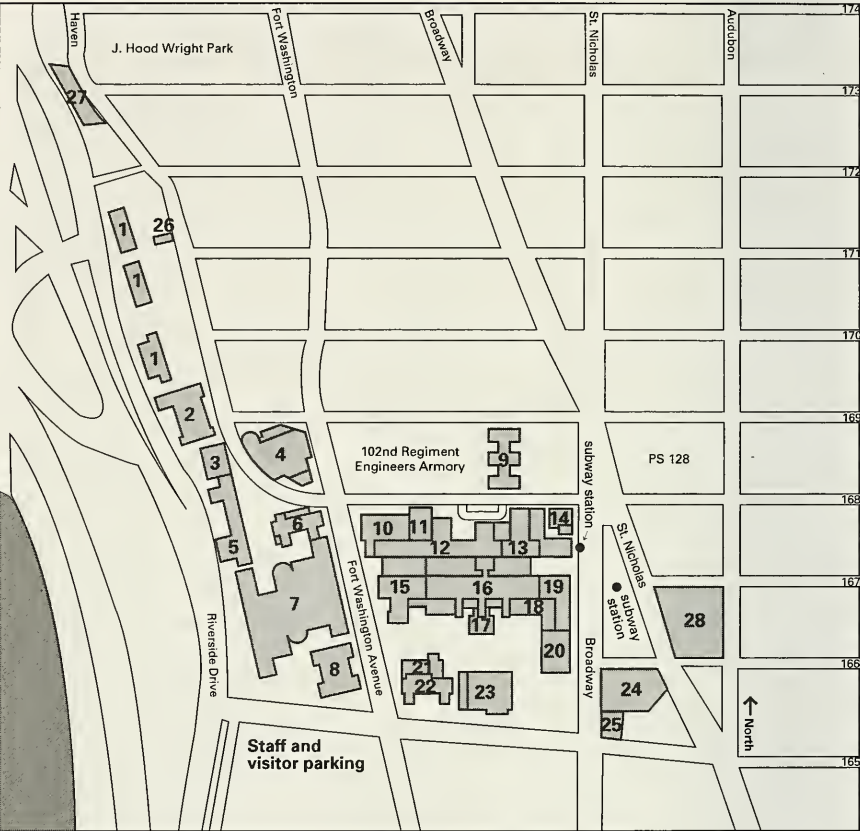
Columbia University

The Morningside Campus & Environs



Columbia-Presbyterian Medical Center

Columbia University Health Sciences Campus



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|--|---|---|
| 1 Bard Haven Towers | 10 William Black Medical Research Building | 20 Babies and Children's Hospital Building, South Sloane Hospital for Women |
| 2 Bard Hall Medical Student Residence | 11 Alumni Auditorium | 21 Eye Institute Research Laboratories |
| 3 The Lawrence C. Kolb Research Building | 12 College of Physicians and Surgeons | 22 The Edward S. Harkness Eye Institute |
| 4 Armand Hammer Health Center/Augustus C. Long Library | 13 Vanderbilt Clinic | 23 Service Building |
| 5 The New York State Psychiatric Institute | 14 School of Public Health | 24 Audubon Biotechnology Building |
| 6 The Neurological Institute of New York | 15 The Harkness Pavilion | 25 Audubon NYC Building |
| 7 The Milstein Hospital Building | 16 The Presbyterian Hospital Building | 26 106 Haven—Residence Building |
| 8 The Dana W. Atchley Pavilion | 17 The Pauline A. Hartford Memorial Chapel | 27 154 Haven—Residence Administrative Building |
| 9 School of Nursing/School of Public Health | 18 Radiotherapy Center | 28 Staff Parking |
| | 19 Babies and Children's Hospital Building, North | |

COLUMBIA UNIVERSITY LIBRARIES



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